



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

Commissioner of Education
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October 23, 2012

J. Richard Boyes, Superintendent
Southampton UFSD
70 Leland Ave.
Southampton, NY 11968

Dear Superintendent Boyes:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Dean T. Lucera

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, July 02, 2012

Updated Tuesday, September 25, 2012

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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 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 : 580906030000

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

580906030000

1.2) School District Name: SOUTHAMPTON UFSD

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

SOUTHAMPTON UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, July 02, 2012

Updated Thursday, October 18, 2012

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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 for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The SLOs for K-3 ELA will utilize AIMSweb as an approved 3rd party assessment. For grade 3 the AIMSweb assessment will

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	be used as a pre-test and targets will be set by the teacher for the 3rd grade state assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set by the teacher based on AIMS web national norms for Rate of Improvement as determined by the pre-test of the students assigned to the teacher. Students' pre-test scores will be used as the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a growth scale of 0-20. The scale is shown in 2.11-A. HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. See scale at 2.11-A.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 45-89% of his/her students meet the growth target. See scale at 2.11-A.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 15-44% of his/her students meet the growth target. See scale at 2.11-A.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0-14% of his/her students meet the growth target. See scale at 2.11-A.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for K-3 Math will utilize AIMSweb as an approved 3rd party assessment. For grade 3 the AIMSweb assessment will be used as a pre-test and targets will be set for the 3rd grade state assessment. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set by the teacher based on AIMS web national norms for Rate of Improvement as determined by the pre-test of the students assigned to the teacher. Students' pre-test scores will be used as the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a growth scale of 0-20. The scale is shown in 2.11-A. HEDI points will be allocated based
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	upon the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. See scale at 2.11-A.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 45-89% of his/her students meet the growth target. See scale at 2.11-A.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 15-44% of his/her students meet the growth target. See scale at 2.11-A.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0-14% of his/her students meet the growth target. See scale at 2.11-A.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	District developed 6th grade final science assessment.
7	District, regional or BOCES-developed assessment	District developed 7th grade final science assessment.

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for grades 6-7 Science will utilize the Southampton developed Science exam. The SLO for 8th grade Science will utilize the 8th grade state Science assessment. Past performance on NY State assessments in ELA, mathematics and science will be used to establish a baseline. Teachers will utilize the baseline to set individual growth targets. The percentage of students meeting the growth target will be converted to a scale score of 0-20. The scale is shown in 2.11-B. HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 93% or greater of his/her students meet the growth target. See scale at 2.11-B.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 54-92% of his/her students meet the growth target. See scale at 2.11-B.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 18-53% of his/her students meet the growth target. See scale at 2.11-B.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0-17% of his/her students meet the growth target. See scale at 2.11-B.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	District developed 6th grade final social studies assessment.
7	District, regional or BOCES-developed assessment	District developed 7th grade final social studies assessment.
8	District, regional or BOCES-developed assessment	Regionally developed 8th grade final social studies assessment.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for grades 6-7 Social Studies will utilize the Southampton developed final Social Studies exam. The SLO for 8th grade Social Studies will utilize the Long Island Social Studies Consortium final Assessment. Teachers will use past performance on NY State ELA assessments to establish a baseline. Baseline will be used to set individual growth targets. The percentage of students meeting the growth target will be converted to a scale score of 0-20. The scale is shown in 2.11-B. HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 93% or greater of his/her students meet the growth target. See scale at 2.11-B.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 54-92% of his/her students meet the growth target. See scale at 2.11-B.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing 18-53% of his/her students meet the growth target. See scale at 2.11-B.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0-17% of his/her students meet the growth target. See scale at 2.11-B.

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	Regents Assessment	Regents Assessment in Global History

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Social Studies Regents courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set by the teacher based on the prior academic performance of the students on NY State assessments in ELA and Global History. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. HEDI points will be allocated based on percentage of students meeting or exceeding targets. See scale at 2.11-B.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 93% or greater of his/her students meet the growth target. See scale at 2.11-B.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 54-92% of his/her students meet the growth target. See scale at 2.11-B.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing 18-53% of his/her students meet the growth target. See scale at 2.11-B.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0-17% of his/her students meet the growth target. See scale at 2.11-B.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The SLOs for high school Science Regents courses will be rigorous and comparable. The same assessment will be used
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	across all classrooms in the same course. Growth targets will be set by the teacher based on the prior academic performance of the students on NY State assessments in ELA and 8th grade Science and Science Regents assessments. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. HEDI points will be allocated based on percentage of students meeting or exceeding targets. See scale at 2.11-B.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 93% or greater of his/her students meet the growth target. See scale at 2.11-B.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 54-92% of his/her students meet the growth target. See scale at 2.11-B.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing 18-53% of his/her students meet the growth target. See scale at 2.11-B.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0-17% of his/her students meet the growth target. See scale at 2.11-B.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Mathematics Regents courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set by the teacher based on the prior academic performance of the students on NY State assessments in 8th grade Mathematics and Mathematics Regents assessments. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. HEDI points will be allocated based on percentage of students meeting or exceeding targets. See scale at 2.11-B.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 93% or greater of his/her students meet the growth target. See scale at 2.11-B.

Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 54-92% of his/her students meet the growth target. See scale at 2.11-B.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 18-53% of his/her students meet the growth target. See scale at 2.11-B.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0-17% of his/her students meet the growth target. See scale at 2.11-B.

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	Regents assessment	English Regents Assessment
Grade 10 ELA	Regents assessment	English Regents Assessment
Grade 11 ELA	Regents assessment	English Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school English Language Arts courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set by the teacher based on the prior academic performance of the students on NY State assessments in 8th grade ELA. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. HEDI points will be allocated based on percentage of students meeting or exceeding targets. See scale at 2.11-B.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 93% or greater of his/her students meet the growth target. See scale at 2.11-B.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 54-92% of his/her students meet the growth target. See scale at 2.11-B.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 18-53% of his/her students meet the growth target. See scale at 2.11-B.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0-17% of his/her students meet the growth target. See scale at 2.11-B.

2.10) All Other Courses

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/147926-TXEttx9bQW/APPR- Attach 2.11-A and 2.11B.docx

2.12) Locally Developed Controls

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

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

There are no adjustments to be considered at this time.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

Checked

3. Local Measures (Teachers)

Created Monday, July 02, 2012

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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.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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.	The local assessment for 4-8 ELA will utilize AIMSweb as an approved 3rd party assessment. The AIMSweb assessment will be used as a pre-test and individual growth targets will be set by the teachers based on the AIMSweb national norms Rate of Improvement. Students' pre-test scores will be used as the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a growth scale of 0-15. The scale is shown in 3.3-A. HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 3.3-A.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65 - 84% of his/her students meet the growth target. See scale at 3.3-A.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50 - 64% of his/her students meet the growth target. See scale at 3.3-A.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0 - 49% of his/her students meet the growth target. See scale at 3.3-A.

3.2) Grades 4-8 Math

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

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

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.	The local assessment for 4-8 Mathematics will utilize AIMSweb as an approved 3rd party assessment. The AIMSweb assessment will be used as a pre-test and individual growth targets will be set by the teachers based on the AIMSweb national norms Rate of Improvement. Students' pre-test scores will be used as the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a growth scale of 0-15. The scale is shown in 3.3-A. HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 3.3-A.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65 - 84% of his/her students meet the growth target. See scale at 3.3-A.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50 - 64% of his/her students meet the growth target. See scale at 3.3-A.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0 - 49% of his/her students meet the growth target. See scale at 3.3-A.

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/147940-rhJdBgDruP/APPR- Attach 3.3A and 3.3-B.doc](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	4) State-approved 3rd party assessments	AIMSweb

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.	The local assessment for K-3 ELA will utilize AIMSweb as an approved 3rd party assessment. The AIMSweb assessment will be used as a pre-test and individual achievement targets will be set by the teachers based on the AIMSweb national norms Rate of Improvement. Students' pre-test scores will be used as the baseline and will be compared to the final assessment score to determine achievement. The percentage of students meeting the target will be converted to a scale of 0-20. The scale is shown in 3.3-B. HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 93% or greater of his/her students meet the achievement target. See scale at 3.3-B.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 54 - 92% of his/her students meet the achievement target. See scale at 3.3-B.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 18 - 53% of his/her students meet the achievement target. See scale at 3.3-B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0 - 17% of his/her students meet the achievement target. See scale at 3.3-B.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	4) State-approved 3rd party assessments	AIMSweb

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.	The local assessment for K-3 Mathematics will utilize AIMSweb as an approved 3rd party assessment. The AIMSweb assessment will be used as a pre-test and individual achievement targets will be set by the teachers based on the AIMSweb national norms Rate of Improvement. Students' pre-test scores
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will be used as the baseline and will be compared to the final assessment score to determine achievement. The percentage of students meeting the target will be converted to a scale of 0-20. The scale is shown in 3.3-B. HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets.

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

A teacher will be rated highly effective if 93% or greater of his/her students meet the achievement target. See scale at 3.3-B.

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

A teacher will be rated effective if 54 - 92% of his/her students meet the achievement target. See scale at 3.3-B.

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

A teacher will be rated developing if 18 - 53% of his/her students meet the achievement target. See scale at 3.3-B.

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

A teacher will be rated ineffective if 0 - 17% of his/her students meet the achievement target. See scale at 3.3-B.

3.6) Grades 6-8 Science

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

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

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.

The local assessment for 6-8 Science will utilize AIMSweb as an approved 3rd party assessment. The AIMSweb assessment will be used as a pre-test and individual growth targets will be set by the teachers based on the AIMSweb national norms Rate of Improvement. Students' pre-test scores will be used as the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a growth scale of 0-20. The scale is shown in 3.3-B. HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets.

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

A teacher will be rated highly effective if 93% or greater of his/her students meet the growth target. See scale at 3.3-B.

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

A teacher will be rated effective if 54 - 92% of his/her students meet the growth target. See scale at 3.3-B.

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

A teacher will be rated developing if 18 - 53% of his/her students meet the growth target. See scale at 3.3-B.

grade/subject.

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

A teacher will be rated ineffective if 0 - 17% of his/her students meet the growth target. See scale at 3.3-B.

3.7) Grades 6-8 Social Studies

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

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

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.

The local assessment for 6-8 Social Studies will utilize AIMSweb as an approved 3rd party assessment. The AIMSweb assessment will be used as a pre-test and individual growth targets will be set by the teachers based on the AIMSweb national norms Rate of Improvement. Students' pre-test scores will be used as the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a growth scale of 0-20. The scale is shown in 3.3-B. HEDI points will be allocated based upon the percentage of students meeting or exceeding their targets.

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

A teacher will be rated highly effective if 93% or greater of his/her students meet the growth target. See scale at 3.3-B.

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

A teacher will be rated effective if 54 - 92% of his/her students meet the growth target. See scale at 3.3-B.

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

A teacher will be rated developing if 18 - 53% of his/her students meet the growth target. See scale at 3.3-B.

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

A teacher will be rated ineffective if 0 - 17% of his/her students meet the growth target. See scale at 3.3-B.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Southampton grade level developed writing assessment.
Global 2	5) District, regional, or BOCES–developed assessments	Southampton grade level developed writing assessment.
American History	5) District, regional, or BOCES–developed assessments	Southampton grade level developed writing assessment.

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.	The assessments will be rigorous and valid. The same assessment will be used in all classes on each grade level. Baseline assessments will be utilized by the teacher to set individual student achievement targets. The percentage of students meeting the achievement target on the summative assessments will be converted to a scale score of 0 -20. Teachers can achieve all scale points from 0 -20. See scale at 3.3-B
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 93% or greater of his/her students meet the achievement target. See scale at 3.3-B.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 54 - 92% of his/her students meet the achievement target. See scale at 3.3-B.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 18 - 53% of his/her students meet the achievement target. See scale at 3.3-B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0 - 17% of his/her students meet the achievement target. See scale at 3.3-B.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
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Living Environment	5) District, regional, or BOCES–developed assessments	Southampton grade level developed writing assessment.
Earth Science	5) District, regional, or BOCES–developed assessments	Southampton grade level developed writing assessment.
Chemistry	5) District, regional, or BOCES–developed assessments	Southampton grade level developed writing assessment.
Physics	5) District, regional, or BOCES–developed assessments	Southampton grade level developed writing assessment.

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.	The assessments will be rigorous and valid. The same assessment will be used in all classes on each grade level. Baseline assessments will be utilized by the teacher to set individual student achievement targets. The percentage of students meeting the achievement target on the summative assessments will be converted to a scale score of 0 -20. Teachers can achieve all scale points from 0 -20. See scale at 3.3-B
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 93% or greater of his/her students meet the achievement target. See scale at 3.3-B.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 54 - 92% of his/her students meet the achievement target. See scale at 3.3-B.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 18 - 53% of his/her students meet the achievement target. See scale at 3.3-B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0 - 17% of his/her students meet the achievement target. See scale at 3.3-B.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Southampton grade level developed writing assessment.

Geometry	5) District, regional, or BOCES–developed assessments	Southampton grade level developed writing assessment.
Algebra 2	5) District, regional, or BOCES–developed assessments	Southampton grade level developed writing assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The assessments will be rigorous and valid. The same assessment will be used in all classes on each grade level. Baseline assessments will be utilized by the teacher to set individual student achievement targets. The percentage of students meeting the achievement target on the summative assessments will be converted to a scale score of 0 -20. Teachers can achieve all scale points from 0 -20. See scale at 3.3-B
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 93% or greater of his/her students meet the achievement target. See scale at 3.3-B.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 54 - 92% of his/her students meet the achievement target. See scale at 3.3-B.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 18 - 53% of his/her students meet the achievement target. See scale at 3.3-B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0 - 17% of his/her students meet the achievement target. See scale at 3.3-B.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Southampton grade level developed writing assessment.
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Southampton grade level developed writing assessment.
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Southampton grade level developed writing assessment.

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.	The assessments will be rigorous and valid. The same assessment will be used in all classes on each grade level. Baseline assessments will be utilized by the teacher to set individual student achievement targets. The percentage of students meeting the achievement target on the summative assessments will be converted to a scale score of 0 -20. Teachers can achieve all scale points from 0 -20. See scale at 3.3-B
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 93% or greater of his/her students meet the achievement target. See scale at 3.3-B.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 54 - 92% of his/her students meet the achievement target. See scale at 3.3-B.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 18 - 53% of his/her students meet the achievement target. See scale at 3.3-B.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0 - 17% of his/her students meet the achievement target. See scale at 3.3-B.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/147940-y92vNseFa4/APPR- 100 point scale for 40-100 students - Attach 3.3-B.pdf

3.14) Locally Developed Controls

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

There are no other special considerations to be submitted at this time.

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.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, July 02, 2012

Updated Friday, October 05, 2012

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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.)

Danielson's Framework for Teaching

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

No

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

Probationary teachers

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The District will use the Danielson 2007 Rubric for tenured and non-tenured teachers. Non-tenured teachers will earn up to 60 points based on four observations. Domains will be weighted as follows: Domain 1- Planning and Preparation - 21 points; Domain 2 - Classroom Environment - 16 points; Domain 3 - Instruction - 17 points; Domain 4 - Professional Responsibilities - 6 points. Tenured teachers will earn up to 40 points on a total of two observations (one formal and one informal). Domains will be weighted as follows: Domain 1- Planning and Preparation - 14 points; Domain 2 - Classroom Environment - 10.7 points; Domain 3 - Instruction - 11.3 points; Domain 4 - Professional Responsibilities - 4 points. Tenured Teachers shall also be evaluated for purposes of other measures of effectiveness on the submission of evidence of student development and performance through lesson plans, student portfolios and other artifacts of teacher practices through a structured review process for a total of 20 points. The evidence binder process shall entail a review of evidence associated with Domain 2 (the

Classroom Environment) and Domain 4 (Professional Responsibilities). Each of these two domains shall have a point value of 0-10. Tenured teachers are expected to submit seven (7) pieces of evidence from the attached list for each domain. Each piece of evidence shall have a point value of one (1) such that a teacher who submits seven (7) shall receive seven (7) points, a teacher who submits six (6) shall receive six (6) points, etc. Teachers shall be free to submit more than seven (7) pieces of evidence for each domain. Up to three (3) additional points may be awarded for each domain based upon the Principal's review of the evidence and substantive judgment as per a mutually agreed upon rubric (by January 2013) to the extent to which the evidence for that domain demonstrates effort, skill, professionalism, creativity or such other factors as the Principal considers appropriate in the assessment of teaching responsibilities as it relates to those domains.

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

[assets/survey-uploads/5091/147956-eka9yMJ855/APPR- Teacher Observation- HEDI tables \(B-B1,C-C\).pdf](#)

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 rating of highly effective is achieved by demonstrating exemplary performance in all four domains and earning an overall score of 56.4 - 60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	A rating of effective is achieved by demonstrating strong performance in all four domains and earning an overall score of 46 - 56.3 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rating of developing is achieved by demonstrating a need for improvement in all four domains and earning an overall score of 16 - 45.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rating of ineffective is identified by poor performance in all four domains and earning an overall score of 5 - 15 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	56.4-60
Effective	46-56.3
Developing	16-45
Ineffective	5-15

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	2
4.7) Observations of Tenured Teachers Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

- In Person
-

5. Composite Scoring (Teachers)

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Updated Wednesday, September 26, 2012

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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.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	56.4-60
Effective	46-56.3
Developing	16-45
Ineffective	0-15

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, July 02, 2012

Updated Thursday, September 27, 2012

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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. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

<assets/survey-uploads/5265/147969-Df0w3Xx5v6/APPR-Teacher Improvement Plan - Attachment 6.2-A in pdf.pdf>

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:

IV. TEACHER IMPROVEMENT PLANS AND THE APPEAL PROCESS

A. The District will ensure that teachers receive timely and constructive feedback as part of the evaluation process through the use of pre- and post-observation conferences and by providing the annual evaluation prior to the end of a school year, to the extent possible.

B. The process by which the DISTRICT will address the performance of teachers whose performance is evaluated as needing an improvement plan.

1. The Teacher Improvement Plan (TIP) is designed to provide support for teachers whose annual composite score has, in conformity with all observation and evaluation procedures agreed upon in the Annual Professional Performance Review plan, identified them as developing or ineffective.

2. The parties to this Annual Professional Performance Review plan understand that the sole and exclusive purpose of a TIP is the improvement of teaching practice.

a. In compliance with this Article, the teacher will be required to participate in a Teacher Improvement Plan.

b. In those cases where the need for performance improvement has been identified through the observation and evaluation procedures agreed upon in the Annual Professional Performance Review plan, a Teacher Improvement Plan will be designed in order to address specific performance concerns.

c. The Teacher Improvement Plan will be designed by the principal, in collaboration with the teacher and a Southampton Teachers' Association representative. The principal will convene a conference with the teacher and the Association representative within five (5) business days from the first day of school in the year following the rendering of an annual composite score of developing or ineffective. The sole purpose of this conference will be to develop a Teacher Improvement Plan. Once the Plan is documented, the Plan will be signed by the teacher and the Association President for the sole purpose of memorializing receipt thereof.

d. The Teacher Improvement Plan must be implemented within ten (10) business days following the opening of classes for the school year.

e. A copy of the Teacher Improvement will be provided to the President of the Southampton Teachers' Association within five (5) business days of its completion.

f. The Teacher Improvement Plan will include the following:

- Specifically delineated goals that identify areas that are considered to be developing or ineffective based upon the Danielson Rubric.*
- Specifically delineated criteria for measuring the teacher's progress. This will include the number of additional observations (beyond the number required under the Other Measures of Teacher Effectiveness component), if any, which may be required. If additional observations are required, at least one will be conducted by an administrator other than the principal who authored the Teacher Improvement Plan.*
- Identification and approval of required activities and professional development opportunities to assist the teacher in achieving the stated goals. This may include assignment of a mentor and access to a peer coach.*
- A timeline for implementing, evaluating and conducting the Teacher Improvement Plan.*

g. The parties agree to discuss the extent to which modeling of areas identified as in need of improvement can be implemented after the first year of this Plan. The parties also agree (to the extent possible) this Teacher Improvement Plan will be utilized as a guide for teacher improvement plans implemented for the 2012-13 year.

3. To the extent the District requires the teacher undertake, as part of a Teacher Improvement Plan, an activity which has a cost, such as a workshop or conference, the District will pay the cost.

C. The process by which the DISTRICT will handle appeals of a teacher's annual professional performance review.

1. An appeal of a teacher's evaluation which has resulted in a rating of "ineffective" or "developing" shall be submitted to the Superintendent of Schools within five (5) school days of the receipt of such evaluation, shall be in writing, and shall set forth in detail the basis for the appeal. Appeals shall be limited to:

a. the substance of the Annual Professional Performance Review;

b. the district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law Section 3012(c) and applicable rules and regulations;

c. the district's failure to comply with the Regulations of the Commissioner and/or any applicable locally negotiated procedures;

d. the district's failure to issue and/or implement the terms of the Teacher Improvement Plan (T.I.P.), where applicable, as required under Education Law Section 3012(c).

2. Within five (5) business days of receipt of the appeal, the Superintendent of Schools or his/her designee shall forward the appeal to an A.P.P.R. Fact Finding Committee. The fact finding committee shall:

a. operate with the sole purpose of determining that the following aspects of the evaluation procedures have been systematically adhered to:

- the procedures associated with the observation component of the review, including the timing of observations, the requirements of pre-observation conferences, and the timing of post-observation conferences, including those aspects of the procedures which are the obligation of the teacher*
- the procedures associated with Teacher Improvements Plans*
- The process by which points are to be assigned in connection with other measures of teacher effectiveness*

b. consist of one administrator chosen by the district (who will be someone other than the administrator who completed the evaluation), and two individuals chosen by the Southampton Teachers' Association.

3. Within three (3) business days the fact finding committee will render an opinion to the Superintendent of Schools.

4. If after review by the Fact Finding Committee it has been determined that the evaluation procedures as outlined above have been violated, the rating cannot be used as one of the two consecutive evaluations for purposes of conducting an expedited 3020-a proceeding. This shall constitute the sole sanction associated with a finding by the Fact Finding Committee that the evaluation procedures have not been followed. That is, the District shall in no other way be limited in their consideration or use of any evaluation for which such a finding by the Fact Finding Committee has been made, including, but not limited to, the implementation of a Teacher Improvement Plan or disciplinary action, including a traditional (i.e., not expedited) 3020-a proceeding. The Fact Finding Committee shall not be empowered to review the substantive judgment of any observer or evaluator, or the substance of the APPR. In the event of a teacher receives an evaluation rating of "Ineffective" and subsequently receives an evaluation for which the Fact Finding Committee finds there has been a procedural violation as outlined above, should the teacher receive an evaluation rating of "Ineffective" in the next following evaluation, the District shall be authorized, but not required, to utilize the expedited 3020-a procedure with the evaluations issued immediately before and immediately after the procedurally flawed evaluation as the two consecutive "Ineffective" evaluations.

5. After review by the Fact Finding Committee, the Superintendent of Schools shall, within three (3) business days render a written determination with respect to the appeal. The determination of the Superintendent of Schools shall be final and not subject to grievance, arbitration or any other claim.

6. The timeframe referred to herein may be modified by mutual agreement of the parties consistent with the timely and expeditious requirements of Education Law Section 3012-C.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The principals will serve as lead evaluators for teachers in the Southampton School District. The District has selected and received agreement to utilize the Danielson 2007, Framework for Teaching Rubric. As lead evaluators principals will continue to participate in ongoing training that is offered by the District, Peconic Teacher Center, NYSED, and/or BOCES. These sessions have targeted the 9 key elements that are required for the certification as a lead evaluator. The District provides professional development to all evaluators at it's bi-weekly administrative meetings and at several training sessions throughout the year.

The Assistant Superintendent for Instruction attends training provided by the State Education Department and BOCES. He then serves as the district's turn-key trainer and provides that training to the principals and other administrators.

In order to enhance and ensure inter-rater reliability, the district conducts professional development for all principals and district administrators through which the Danielson 2007 rubric is analyzed and applied to teaching scenarios. Each principal and administrator watches a video showing a classroom lesson and gathers evidence. At the end of the video, the evidence is evaluated using the rubric. Then the principals and administrators compare the evidence each gathered and their evaluation using the rubric. The discussion focuses on similarities and differences to teach everyone to gather appropriate evidence and apply the rubric accurately and consistently.

As part of their ongoing training, the assistant superintendent for instruction and the principals will conduct classroom visits with each principal using Danielson 2007 Rubric during the 2012-2013 school year and will compare the evidence that was collected from each visitation and the alignment to the rubric. This data will be used to determine inter-rater reliability and to provide evidence to the assistant superintendent for instruction and the superintendent that the principal has met the qualifications for lead evaluator.

Each principal will conduct group walkthroughs and classroom observations with building level administrators participating in the evaluation of teachers so that each observes the same classroom instruction, gathers evidence during the lesson and uses the rubric to evaluate the evidence. The group will compare their evaluations and discuss differences leading to a fuller understanding of the rubric and its application. The principal will ensure that each building level administrator is able to gather appropriate evidence and apply the rubric accurately and consistently. The assistant superintendent for instruction will also conduct a walkthrough with each building level administrator to evaluate his/her success at gathering evidence and applying the rubric. This data will also be used to ensure inter-rater reliability at the building level.

The evidence of all the training will be presented to the Board of Education annually. They will certify that each principal is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the ongoing training they have received.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

5-8 (Southampton Intermediate School)
9-12 (Southampton High School)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4 (Southampton Elementary School)	State-approved 3rd party assessment	AIMSweb
K-4 (Southampton Elementary School)	State assessment	NYS Math and ELA assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The same assessment (AIMSweb Reading and Math) will be used in all classrooms on each grade level throughout the school. NYS State assessments will be used in grades 3 and 4. Students' pre-test scores will be used as the baseline and will be compared to the final assessment score to determine growth. The District will set the principal's score based on the average percentage of students meeting their individual Rate of Improvement growth targets. See scale at 7.3-A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The principal will be highly effective if 93% or greater of her students meet the growth target. See scale at 7.3-A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The principal will be effective if 54 - 92 % of her students meet the growth target. See scale at 7.3-A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The principal will be effective if 18 - 53 % of her students meet the growth target. See scale at 7.3-A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The principal will be effective if 0 - 17 % of her students meet the growth target. See scale at 7.3-A

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

assets/survey-uploads/5365/147974-lha0DogRNw/APPR- 100 point scale for 40-100 students - Attach 7.3-A.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, July 02, 2012

Updated Thursday, October 04, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	AIMSweb ELA
9-12	(d) measures used by district for teacher evaluation	District developed grade/subject specific writing task

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The same assessments will be used for in all classrooms on each grade level. Growth targets will be set by the District based on the pre-test of students in their respective grade levels. Students' pre-test scores will be used as a baseline and will be compared to the final assessment scores to determine growth. AIMSweb ELA will be used in grades 5 - 8 and a district developed writing task with rubric will be utilized in grades 9 -12. The percentage of students meeting the growth target will be converted to a scale score of 0 - 15. Principals can achieve all scale points from 0 -15. See scale at 8.1-A
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated highly effective if 85% or greater of his students meet the growth target. See scale at 8.1-A
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated effective if 65 - 84% of his students meet the growth target. See scale at 8.1-A

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated developing if 50 - 64% of his students meet the growth target. See scale at 8.1-A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will be rated ineffective if 0 - 49% of his students meet the growth target. See scale at 8.1-A

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

(No response)

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

<assets/survey-uploads/5366/147976-qBFVOWF7fC/APPR 15 Point Scale- Attachment 8.1-A.pdf>

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

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

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

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

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

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

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

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at

least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	AIMSweb Reading/ELA

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	AIMSweb ELA will be used for in all classrooms on each grade level K-4. Growth targets will be set by the District based on the pre-test of students in their respective grade levels. Students' pre-test scores will be used as a baseline and will be compared to the final assessment scores to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 - 20. The principal can achieve all scale points from 0 - 20. See scale at 8.2-A.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated highly effective if 93% or greater of her students meet the growth target. See scale at 8.2-A.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated effective if 54 - 92% of her students meet the growth target. See scale at 8.2-A.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated developing if 18 - 53% of her students meet the growth target. See scale at 8.2-A.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	The principal will be rated ineffective if 0 - 17% of her students meet the growth target. See scale at 8.2-A.

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.

assets/survey-uploads/5366/147976-T8MIGWUVm1/APPR- 100 point scale for 40-100 students - Attach 8.2-A.pdf

8.3) Locally Developed Controls

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

All assessments for local measures are aligned to the standards for each course of study. Targets will be set based on students' prior academic history. All targets will be reviewed by the building principal and assistant superintendent to ensure that all targets correlate to students' potential and foster improved academic performance. No other controls will be used in setting targets for local measures.

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.

Achievement targets are set for each student. The number of students meeting the targets will be divided by the total number of students for whom these targets are set to identify the overall percentage of students meeting the target. The percentage is converted to a scale score of 0-15 or 0-20. This method ensures proportional accountability based on the percentage of students assessed by each locally selected measure.

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Monday, July 02, 2012

Updated Thursday, September 27, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district will use the Multidimensional Principal Performance Rubric and will weight the six domains as follows: Domain 1 - Shared Vision of Learning 7 points; Domain 2 - School Culture and Instructional Program 22 points; Domain 3 - Safe, Efficient, Effective Learning Environment 17 points; Domain 4 - Community 7 points; Domain 5 Integrity, Fairness, Ethics 5 points; Domain 6 - Political, Social, Economic, Legal and Cultural Context 2 points. At the beginning of each year, the principal and Assistant Superintendent for Instruction will determine what artifacts are appropriate evidence to supplement the onsite observations of the principal. The points will be assessed in the aggregate for each domain rather than reflect each specific element within the domain. Specifically, the evaluator will review all available data and evidence as they reflect the elements in each of the six domains. A principal's overall performance can be rated at any score point from 0 - 60.

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

<assets/survey-uploads/5143/147979-pMADJ4gk6R/Multidimensional Principal Performance Rubric in pdf.pdf>

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

Highly Effective: Overall performance and results exceed standards.	A highly effective rating is achieved by demonstrating exemplary performance in the 6 domains of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of highly effective will range from 59-60 points. See scale at 9.7-A.
Effective: Overall performance and results meet standards.	An effective rating is achieved by demonstrating strong performance in the 6 domains of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of effective will range from 54 - 58 points. See scale at 9.7-A.
Developing: Overall performance and results need improvement in order to meet standards.	A rating of developing is achieved by demonstrating a need for improvement in performance in the 6 domains of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of developing will range from 40 - 53 points. See scale at 9.7-A.
Ineffective: Overall performance and results do not meet standards.	An ineffective rating is achieved by demonstrating poor performance in the 6 domains of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of ineffective will range from 0 - 39 points. See scale at 9.7-A.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	54-58
Developing	40-53
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	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, July 02, 2012

Updated Thursday, September 27, 2012

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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.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	54-58
Developing	40-53
Ineffective	0-39

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, July 02, 2012

Updated Thursday, October 04, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/147986-Df0w3Xx5v6/SSA Appendix F with Track Changes.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPENDIX G

APPEAL PROCESS

A. Any principal who receives an ineffective or developing rating on their annual total composite APPR evaluation score, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as

prescribed in Section 3012-c of the Education Law. Any issues not raised in the appeal are waived and there may only be one (1) appeal per evaluation.

C. An appeal of an APPR evaluation must be commenced within ten (10) school days of the presentation of the final document to the principal, or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The Superintendent shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision, and such other information as the Superintendent determines to be appropriate. Such decision shall be made within fifteen business days of the receipt of the appeal and shall be considered final and binding. The Superintendent's decision shall not be subject to grievance, arbitration or claim of any kind.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Assistant Superintendent will serve as lead evaluator for the principals. During 2011-12 he attended all of the trainings for evaluators of teachers in addition to lead evaluator trainings of evaluators of principals presented by NYSED, Eastern Suffolk BOCES, Western Suffolk BOCES and Nassau BOCES. The Superintendent of Schools and Board of Education certified him as Lead Evaluator for the district.

During 2012-13, he will continue to participate in ongoing training that is offered by the District, Peconic Teacher Center, NYSED, Eastern Suffolk BOCES, Western Suffolk BOCES and Nassau BOCES.

In order to enhance and ensure inter-rater reliability, the district participates in a local consortium of Suffolk County Districts that provide ongoing lead evaluator trainings scheduled for the 2012-13 school year. The training will include Superintendents and Assistant Superintendent from local districts and focus on the various principal evaluation rubrics used by each district. Data presented at the meetings will be used to determine inter-rater reliability and to provide evidence to the assistant superintendent for instruction has met and maintained the qualifications for lead evaluator

The Board will re-certify the lead evaluators each school year after reviewing the ongoing training they have received.

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 Monday, July 02, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/147999-3Uqgn5g9Iu/Signatures.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.

APPR Growth Measures and Local Measures 20 Point Scale Conversion

2.11 A

20 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	100%
	19	95-99%
	18	90-94%
Effective	17	85-89%
	16	80-84%
	15	75-79%
	14	70-74%
	13	65-69%
	12	60-64%
	11	55-59%
	10	50-54%
	9	45-49%
Developing	8	40-44%
	7	35-39%
	6	30-34%
	5	25-29%
	4	20-24%
	3	15-19%
Ineffective	2	10-14%
	1	5-9%
	0	0-4%

APPR Growth Measures and Local Measures Point Scale Conversion

Attachment 2.11-B

100 Point Scale for 40-100 HS		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	100%
	19	96-99%
	18	93-95%
Effective	17	90-92%
	16	87-89%
	15	84-86%
	14	81-83%
	13	78-80%
	12	72-77%
	11	66-71%
	10	60-65%
	9	54-59%
Developing	8	48-53%
	7	42-47%
	6	36-41%
	5	30-35%
	4	24-29%
	3	18-23%
Ineffective	2	12-17%
	1	6-11%
	0	0-5%

**APPR Growth Measures and Local Measures
Point Scale Conversion
Attachment 3.3-A
15 Point Scale**

15 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	15	93-100
	14	85-92
Effective	13	81-84
	12	77-80
	11	74-76
	10	71-73
	9	68-70
	8	65-67
Developing	7	62-64
	6	59-61
	5	56-58
	4	53-55
	3	50-52
Ineffective	2	36-49
	1	21-35
	0	0-20

APPR Growth Measures and Local Measures Point Scale Conversion

Attachment 3.3-B

100 Point Scale for 40-100 HS		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	100%
	19	96-99%
	18	93-95%
Effective	17	90-92%
	16	87-89%
	15	84-86%
	14	81-83%
	13	78-80%
	12	72-77%
	11	66-71%
	10	60-65%
Developing	9	54-59%
	8	48-53%
	7	42-47%
	6	36-41%
	5	30-35%
	4	24-29%
Ineffective	3	18-23%
	2	12-17%
	1	6-11%
	0	0-5%

APPR Growth Measures and Local Measures Point Scale Conversion

Attachment 3.3-B

100 Point Scale for 40-100 HS		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	100%
	19	96-99%
	18	93-95%
Effective	17	90-92%
	16	87-89%
	15	84-86%
	14	81-83%
	13	78-80%
	12	72-77%
	11	66-71%
	10	60-65%
Developing	9	54-59%
	8	48-53%
	7	42-47%
	6	36-41%
	5	30-35%
	4	24-29%
Ineffective	3	18-23%
	2	12-17%
	1	6-11%
	0	0-5%

Attachment "B"

STA Danielson Point Allocation - Non-Tenured (1 observation)

PROFESSIONAL COMPETENCIES (0-15 points)

FRAMEWORK FOR TEACHING DOMAIN	Available	Ineffective	Developing	Effective	Highly Effective	Rating
Demonstrating Knowledge of Content & Pedagogy (1a)	0-1	0-0.25	0.75	0.9375	1	1
Demonstrating Knowledge of Students (1b)	0-1	0-0.25	0.75	0.9375	1	1
Setting Instructional Outcomes (1c)	0-0.75	0-0.1875	0.5625	0.7	0.75	0.75
Demonstrating Knowledge of Resources (1d)	0-0.75	0-0.1875	0.5625	0.7	0.75	0.75
Designing Coherent Instruction (1e)	0-1	0-0.25	0.75	0.9375	1	1
Designing Student Assessments (1f)	0-0.75	0-0.1875	0.5625	0.7	0.75	0.75
Creating an Environment of Respect and Rapport (2a)	0-1	0-0.25	0.75	0.9375	1	1
Establishing a Culture of Learning (2b)	0-1	0-0.25	0.75	0.9375	1	1
Managing Classroom Procedures (2c)	0-0.75	0-0.1875	0.5625	0.7	0.75	0.75
Managing Student Behavior (2d)	0-0.5	0-0.125	0.375	0.475	0.5	0.5
Organizing Physical Space (2e)	0-0.75	0-0.1875	0.5625	0.7	0.75	0.75
Communicating with Students (3a)	0-0.75	0-0.1875	0.5625	0.7	0.75	0.75
Using Questioning with Discussion Techniques (3b)	0-1	0-0.25	0.75	0.9375	1	1
Engaging Students in Learning (3c)	0-1	0-0.25	0.75	0.9375	1	1
Using Assessment in Instruction (3d)	0-1	0-0.25	0.75	0.9375	1	1
Demonstrating Flexibility & Responsiveness (3e)	0-0.5	0-0.125	0.375	0.475	0.5	0.5
Reflecting on Teaching (4a)	0-0.25	0-0.0625	0.1875	0.2375	0.25	0.25
Maintaining Accurate Records (4b)	0-0.25	0-0.0625	0.1875	0.2375	0.25	0.25
Communicating with Families (4c)	0-0.25	0-0.0625	0.1875	0.2375	0.25	0.25
Participating in a Professional Community (4d)	0-0.25	0-0.0625	0.1875	0.2375	0.25	0.25
Growing and Developing Professionally (4e)	0-0.25	0-0.0625	0.1875	0.2375	0.25	0.25
Showing Professionalism (4f)	0-0.25	0-0.0625	0.1875	0.2375	0.25	0.25
	0-15	0-3.75	11.25	14.075	15	

Attachment "B"-1

STA Danielson Point Allocation - Non-Tenured (4 observation totality)

PROFESSIONAL COMPETENCIES (0-60 points)

FRAMEWORK FOR TEACHING DOMAIN	Available	Ineffective	Developing	Effective	Highly Effective	Rating
Demonstrating Knowledge of Content & Pedagogy (1a)	0-4	0-1	3	3.75	4	
Demonstrating Knowledge of Students (1b)	0-4	0-1	3	3.75	4	
Setting Instructional Outcomes (1c)	0-3	0-0.75	2.25	2.8	3	
Demonstrating Knowledge of Resources (1d)	0-3	0-0.75	2.25	2.8	3	
Designing Coherent Instruction (1e)	0-4	0-1	3	3.75	4	
Designing Student Assessments (1f)	0-3	0-0.75	2.25	2.8	3	
Creating an Environment of Respect and Rapport (2a)	0-4	0-1	3	3.75	4	
Establishing a Culture of Learning (2b)	0-4	0-1	3	3.75	4	
Managing Classroom Procedures (2c)	0-3	0-0.75	2.25	2.8	3	
Managing Student Behavior (2d)	0-2	0-5	1.5	1.9	2	
Organizing Physical Space (2e)	0-3	0-0.75	2.25	2.8	3	
Communicating with Students (3a)	0-3	0-0.75	2.25	2.8	3	
Using Questioning with Discussion Techniques (3b)	0-4	0-1	3	3.75	4	
Engaging Students in Learning (3c)	0-4	0-1	3	3.75	4	
Using Assessment in Instruction (3d)	0-4	0-1	3	3.75	4	
Demonstrating Flexibility & Responsiveness (3e)	0-2	0-5	1.5	1.9	2	
Reflecting on Teaching (4a)	0-1	0-0.25	0.75	0.95	1	
Maintaining Accurate Records (4b)	0-1	0-0.25	0.75	0.95	1	
Communicating with Families (4c)	0-1	0-0.25	0.75	0.95	1	
Participating in a Professional Community (4d)	0-1	0-0.25	0.75	0.95	1	
Growing and Developing Professionally (4e)	0-1	0-0.25	0.75	0.95	1	
Showing Professionalism (4f)	0-1	0-0.25	0.75	0.95	1	
	0-60	0-15	45	56.3	60	

Attachment "C"

STA Danielson Point Allocation - Tenured (1 formal observation)

PROFESSIONAL COMPETENCIES (0-60 points)

FRAMEWORK FOR TEACHING DOMAIN	Available	Ineffective	Developing	Effective	Highly Effective	Rating
Demonstrating Knowledge of Content & Pedagogy (1a)	0-2	0-0.5	1.5	1.875	2	
Demonstrating Knowledge of Students (1b)	0-2	0-0.5	1.5	1.875	2	
Setting Instructional Outcomes (1c)	0-1.5	0-0.375	1.125	1.4	1.5	
Demonstrating Knowledge of Resources (1d)	0-1.5	0-0.375	1.125	1.4	1.5	
Designing Coherent Instruction (1e)	0-2	0-0.5	1.5	1.875	2	
Designing Student Assessments (1f)	0-1.5	0-0.375	1.125	1.4	1.5	
Creating an Environment of Respect and Rapport (2a)	0-2	0-0.5	1.5	1.875	2	
Establishing a Culture of Learning (2b)	0-2	0-0.5	1.5	1.875	2	
Managing Classroom Procedures (2c)	0-1.5	0-0.375	1.125	1.4	1.5	
Managing Student Behavior (2d)	0-1	0-0.25	0.75	0.95	1	
Organizing Physical Space (2e)	0-1.5	0-0.375	1.125	1.4	1.5	
Communicating with Students (3a)	0-1.5	0-0.375	1.125	1.4	1.5	
Using Questioning with Discussion Techniques (3b)	0-2	0-0.5	1.5	1.875	2	
Engaging Students in Learning (3c)	0-2	0-0.5	1.5	1.875	2	
Using Assessment in Instruction (3d)	0-2	0-0.5	1.5	1.875	2	
Demonstrating Flexibility & Responsiveness (3e)	0-1	0-0.25	0.75	0.95	1	
Reflecting on Teaching (4a)	0-0.5	0-0.125	0.375	0.475	0.5	
Maintaining Accurate Records (4b)	0-0.5	0-0.125	0.375	0.475	0.5	
Communicating with Families (4c)	0-0.5	0-0.125	0.375	0.475	0.5	
Participating in a Professional Community (4d)	0-0.5	0-0.125	0.375	0.475	0.5	
Growing and Developing Professionally (4e)	0-0.5	0-0.125	0.375	0.475	0.5	
Showing Professionalism (4f)	0-0.5	0-0.125	0.375	0.475	0.5	
	0-30	0-7.5	22.5	28.15	30	

Attachment "C"-1

STA Danielson Point Allocation - Tenured (1 informal observation)

PROFESSIONAL COMPETENCIES (0-10 points)								
FRAMEWORK FOR TEACHING DOMAIN	Available	Ineffective	Developing	Effective	Highly Effective	Rating		
Demonstrating Knowledge of Content & Pedagogy (1a)	0 -.66	0 -.16	0.5	0.62	0.66			
Demonstrating Knowledge of Students (1b)	0 -.66	0 -.16	0.5	0.62	0.66			
Setting Instructional Outcomes (1c)	0 -.51	0 -.12	0.37	0.46	0.51			
Demonstrating Knowledge of Resources (1d)	0 -.51	0 -.12	0.37	0.46	0.51			
Designing Coherent Instruction (1e)	0 -.66	0 -.16	0.5	0.62	0.66			
Designing Student Assessments (1f)	0 -.51	0 -.12	0.37	0.46	0.51			
Creating an Environment of Respect and Rapport (2a)	0 -.66	0 -.16	0.5	0.62	0.66			
Establishing a Culture of Learning (2b)	0 -.66	0 -.16	0.5	0.62	0.66			
Managing Classroom Procedures (2c)	0 -.51	0 -.12	0.37	0.46	0.51			
Managing Student Behavior (2d)	0 -.33	0 -.08	0.25	0.31	0.33			
Organizing Physical Space (2e)	0 -.51	0 -.12	0.37	0.46	0.51			
Communicating with Students (3a)	0 -.51	0 -.12	0.37	0.46	0.51			
Using Questioning with Discussion Techniques (3b)	0 -.66	0 -.16	0.5	0.62	0.66			
Engaging Students in Learning (3c)	0 -.66	0 -.16	0.5	0.62	0.66			
Using Assessment in Instruction (3d)	0 -.66	0 -.16	0.5	0.62	0.66			
Demonstrating Flexibility & Responsiveness (3e)	0 -.33	0 -.08	0.25	0.31	0.33			
Reflecting on Teaching (4a)	0 -.16	0 -.4	0.12	0.15	0.16			
Maintaining Accurate Records (4b)	0 -.17	0 -.04	0.12	0.15	0.17			
Communicating with Families (4c)	0 -.16	0 -.4	0.12	0.15	0.16			
Participating in a Professional Community (4d)	0 -.17	0 -.04	0.12	0.15	0.17			
Growing and Developing Professionally (4e)	0 -.17	0 -.04	0.12	0.15	0.17			
Showing Professionalism (4f)	0 -.17	0 -.04	0.12	0.15	0.17			
	0 -10	2 -2.39	7.44	9.24	10			

**Southampton Union Free School District
Teacher Improvement Plan (TIP)**

Name _____ Tenure _____ Non-Tenure _____

School _____ School Year _____

Grade/Department _____ Principal _____

1. Identified areas in need of improvement:

2. Criteria for measuring teacher's progress:

3. Recommended resources and activities to help the teacher's performance improve:

4. Timeline to demonstrate improvement:

Teacher _____	Date _____
Principal _____	Date _____
Union Representative _____	Date _____

APPR Growth Measures and Local Measures Point Scale Conversion

Attachment 7.3-A

100 Point Scale for 40-100 HS		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	100%
	19	96-99%
	18	93-95%
Effective	17	90-92%
	16	87-89%
	15	84-86%
	14	81-83%
	13	78-80%
	12	72-77%
	11	66-71%
	10	60-65%
Developing	9	54-59%
	8	48-53%
	7	42-47%
	6	36-41%
	5	30-35%
	4	24-29%
Ineffective	3	18-23%
	2	12-17%
	1	6-11%
	0	0-5%

**APPR Growth Measures and Local Measures
Point Scale Conversion**

15 Point Scale

15 Point Scale		
HEDI	Scale Point	% Meeting Target
Highly Effective	15	93-100
	14	85-92
Effective	13	81-84
	12	77-80
	11	74-76
	10	71-73
	9	68-70
	8	65-67
Developing	7	62-64
	6	59-61
	5	56-58
	4	53-55
	3	50-52
Ineffective	2	36-49
	1	21-35
	0	0-20

APPR Growth Measures and Local Measures Point Scale Conversion

Attachment 8.2-A

100 Point Scale for 40-100 HS		
HEDI	Scale Point	% Meeting Target
Highly Effective	20	100%
	19	96-99%
	18	93-95%
Effective	17	90-92%
	16	87-89%
	15	84-86%
	14	81-83%
	13	78-80%
	12	72-77%
	11	66-71%
	10	60-65%
Developing	9	54-59%
	8	48-53%
	7	42-47%
	6	36-41%
	5	30-35%
	4	24-29%
Ineffective	3	18-23%
	2	12-17%
	1	6-11%
	0	0-5%

MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC	Highly Effective	Effective	Developing	Ineffective
Effective with the 2012-13 School Year				
		% of HE	% of HE	% of HE
DOMAIN 1: Shared Vision of Learning	7			
a. Culture	3.5	0.95	0.85	0
b. Sustainability	3.5	0.95	0.85	0
DOMAIN 2: School Culture and Instructional Program				
a. Culture	4	0.95	0.85	0
b. Instructional Program	5	0.95	0.85	0
c. Capacity Building	5	0.95	0.85	0
d. Sustainability	4	0.95	0.85	0
e. Strategic Planning Process	4	0.95	0.85	0
DOMAIN 3: Safe, Efficient, Effective Learning Environment				
a. Capacity Building	4	0.95	0.85	0
b. Culture	4	0.95	0.85	0
c. Sustainability	4	0.95	0.85	0
d. Instructional Program	5	0.95	0.85	0
DOMAIN 4: Community				
a. Strategic Planning Process	3	0.95	0.85	0
b. Culture	2	0.95	0.85	0
c. Sustainability	2	0.95	0.85	0
DOMAIN 5: Community				
a. Sustainability	2.5	0.95	0.85	0
b. Culture	2.5	0.95	0.85	0
DOMAIN: 6 Political, Social, Economic, Legal & Cultural Content				
a. Sustainability	1	0.95	0.85	0
b. Culture	1	0.95	0.85	0

Rating	Point Range
Highly Effective	59-60
Effective	54-58
Developing	40-53
Ineffective	0-39

APPENDIX F

Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in the Principal's performance and outlines a plan of action to address these concern. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. The PIP must be in place no later than 10 school days following the start of the student instructional year. Prior to its implementation the PIP will be signed and dated by all parties. The area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric. The attached forms will be used during the PIP plan.

A PIP shall be designed by the principal and the Assistant Superintendent for Instruction in collaboration with the president of the *Association* or his/her designee. The principal and Assistant Superintendent for Instruction shall endeavor to reach consensus on the issues to be addressed by the PIP. (The association president will be notified when the district notifies the principal of an ineffective or developing rating.)

A statement of differentiated activities to support improvement shall be developed by the Assistant Superintendent for Instruction after consultation with the Principal on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. To the extent the District requires the Principal undertake, as part of a Principal Improvement Plan, an activity which has a cost, such as a workshop or conference, the District will pay the cost.

The Assistant Superintendent for Instruction shall meet during the PIP term with the Building Principal on the PIP to discuss and assess the building principal's progress and provide feedback to the principal regarding his/her progress on the PIP. If at any time, the Assistant Superintendent for Instruction believes that the goals have been met by the principal he/she shall sign a written acknowledgement of attainment. Specific timelines for meeting the goals set forth in the PIP shall be detailed in the PIP.

In addition the above meetings with the Assistant Superintendent for Instruction the building principal shall meet with the Assistant Superintendent for Instruction periodically throughout the school year in order to discuss and assess the building principal's progress on the PIP and to be provided feedback regarding his/her progress on the PIP.

If at the end of the year in which a PIP is in place, the PIP goals are met or the administrator is rated "effective" or "highly effective" the PIP will terminate.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Assistant Superintendent for Instruction in collaboration with the Association adhering to the requirements contained herein with any additional measures in that subsequent school year the following the guidelines below.

The Principal Improvement Plan set forth herein will be used only for principals rated ineffective or developing in the 2012-13 school years and its use shall sunset for all evaluations completed after the 2012-13 school years. The parties agree to begin to renegotiate all aspects of the PIP no later than February 1, 2013.

Any PIP plan created for the 2012-13 school year must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP**: Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. **RESPONSIBILITIES**: Identify steps to be taken by Assistant Superintendent for Instruction and the principal throughout the Plan. Examples: school visits by the Assistant Superintendent for Instruction; supervisory conferences between the principal and Assistant Superintendent for Instruction; written reports and/or evaluations, etc.
- IV. **RESOURCES/ACTIVITIES**: Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE**: Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Student Performance and/or Engagement
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED RESOURCES/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, workshop to be used to support the PIP
3. Identify the instrument or rubrics used to monitor progress
4. Danielson video or online PD (*Educational Impact or ASCD*)

IV. EVIDENCE OF ACHIEVEMENT

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Identify dates for school visitations consistent with APPR Plan
2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

**Assistant Superintendent
 for Instruction**

Date

Principal

Date

PRINCIPAL IMPROVEMENT PLAN

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
VISION OF LEARNING			
SCHOOL CULTURE; INSTRUCTIONAL PROGRAM			
LEARNING ENVIRONMENT			
COMMUNITY RELATIONS			
INTEGRITY, FAIRNESS, ETHICS			
CULTURAL COURTESY			

COLLABORATION			
----------------------	--	--	--

Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____ Date _____
 Assistant Supt. Signature _____ Date _____

**PRINCIPAL IMPROVEMENT PLAN
 PROGRESS RECORD FORM**

	Summary of meeting (Assist Supt)	SIGN-OFF BY BOTH PARTIES
Meeting #1 Date _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____
Meeting #5 Date _____		_____ _____

Meeting #6 Date _____		_____ _____ _____
Meeting #7 Date _____		_____ _____ _____

CAS Sample

TEACHER APPR PLAN

MEMORANDUM OF AGREEMENT

WHEREAS, the Southampton Union Free School District (the "District") and the Southampton Teachers' Association ("STA") wish to memorialize an agreement they have reached with respect to Annual Professional Performance Review ("APPR").

NOW, THEREFORE, it is hereby agreed as follows:

1. The attached document entitled "ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN FOR TEACHERS SUBJECT TO EDUCATION LAW § 3012-c," with Attachment "A" (Definitions), Attachment "B" (STA Danielson Point Allocation – Non-Tenured), Attachment "C" (STA Danielson Point Allocation – Tenured), and Attachment "D" (Evidence Examples) (collectively referred to as the "APPR Plan" shall constitute the agreed upon APPR Plan for the 2012-13 school year.

2. The parties have negotiated all elements of the APPR Plan which require collective bargaining, and the full and complete agreement of the parties is reflected in the APPR Plan set forth in paragraph 1 above. No provisions of the APPR Plan, which require collective bargaining, shall be modified without the express written agreement of the parties.

3. The parties agree to meet during the spring of 2013, not later than June 1, 2013, to review this APPR Plan for the purpose of identifying areas perceived to be in need of improvement 2013-14 and beyond.

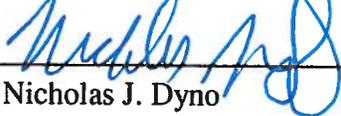
4. This Memorandum of Agreement shall be subject to ratification of the Board of Education.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals this 2nd day of July, 2012.

SOUTHAMPTON UNION FREE SCHOOL DISTRICT



Dr. J. Richard Boyes,
Superintendent of Schools



Dr. Nicholas J. Dyno
Assistant Superintendent for Instruction

SOUTHAMPTON TEACHERS' ASSOCIATION



Sean Brand,
President

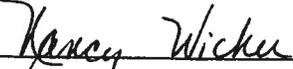


Kelly Anderson,
Vice President

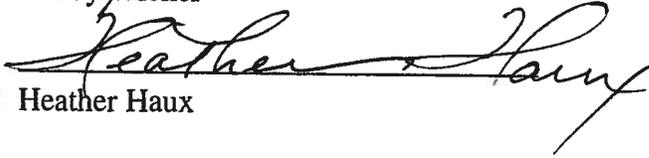
6/29/12



Kerry Palumbo



Nancy Wicker



Heather Haux

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN
FOR TEACHERS SUBJECT TO EDUCATION LAW §3012-c

SOUTHAMPTON UNION FREE SCHOOL DISTRICT

Date of Adoption: _____, 2012

Date of Amendment: _____, 2012

INTRODUCTION

- A. The parties acknowledge, while the provisions of Annual Professional Performance Review "APPR" for the 2011-12 school year, were to apply to all classroom teachers of common branch subjects or English Language Arts and Mathematics in grades 4 to 8 and all building principals of schools in which such teachers are employed, aspects of the Plan were subject to collective bargaining and that bargaining was not concluded in certain respects. Thus, for 2011-12, performance assessment shall be conducted in accordance with Section 100.2(o) of the Commissioner's Regulations, the collective bargaining agreement, and past practice. For the 2012-13 school year, this Plan and the procedures and methods described herein shall apply to all classroom teachers and the building principals of schools in which such teachers are employed.¹

- B. Nothing in this Plan shall be construed to affect the right of the Board of Education to terminate a probationary teacher or principal or restrict the discretion of the Superintendent and/or the Board of Education to make a determination on the status of a probationary teacher or principal and/or to deny tenure.

- C. This Plan shall be in effect for the 2012-13 school year. The parties agree to meet during the spring of 2013, not later than June 1, 2013, to review this Plan for the purpose of identifying areas perceived to be in need of improvement 2013-14 and beyond.

¹ As used in this APPR Plan, all terms shall be defined as in Subpart 30-2 of the Commissioner's Regulations. See Attachment "A."

I. AVAILABILITY OF DISTRICT'S APPR PLAN

- A. The District APPR plan will be filed in the District Office within 10 days of adoption by the Southampton Board of Education and in no case later than September 10th of each school year.
- B. The District APPR plan will be posted on the District Website within 10 days of adoption by the Southampton Board of Education and in no case later than September 10th of each school year.

II. TRAINING OF EVALUATORS AND LEAD EVALUATORS

- A. Evaluators will attend BOCES trainings as well as other appropriate area trainings in the new APPR requirements. Evaluators will be fully trained before completing an annual evaluation pursuant to this Plan.
- B. Lead Evaluators will attend BOCES trainings as well as other appropriate area trainings in the new APPR requirements.
- C. The Southampton UFSD will follow the BOCES suggested practices for certifying lead evaluators.
- D. The DISTRICT's process for ensuring that lead evaluators maintain inter-rater reliability over time² (8 NYCRR §30-2.9(d)):

Meetings of the Administrative team to discuss and compare evaluations will add to the training and establish whether there is consistency in the rigor of scoring for observations and evaluations.

- E. The Southampton UFSD will follow the BOCES suggested practices for certifying lead evaluators.

III. TEACHER EVALUATIONS (All Teachers subject to this Plan shall be evaluated annually)

- A. The DISTRICT's method of measuring a teacher's composite effectiveness score³:

The District shall use the following scoring methodology for the assignment of points for the teacher's 100 point composite effectiveness score:

² The Regulations provide the following examples for the process by which a district can ensure inter-rater reliability over time: (1) data analysis to detect disparities on the part of one or more evaluators; (2) periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal; or (3) annual calibration sessions across evaluators.

³ Total effectiveness score out of 100 points, which is the sum of the three subcomponent scores: (1) student growth on State assessments or other comparable measures; (2) locally selected measures of student achievement; and (3) other measures of principal effectiveness.

<u>Overall Rating</u>	<u>Rating</u>
91-100	Highly Effective
75-90	Effective
65-74	Developing
0-64	Ineffective

Highly Effective shall mean the teacher's overall performance and results **exceed** the New York State Teaching Standards

Effective shall mean the teacher's overall performance and results **meet** the New York State Teaching Standards

Developing shall mean the teacher's overall performance and results **need improvement** to meet the New York State Teaching Standards

Ineffective shall mean the teacher's overall performance and results **do not meet** the New York State Teaching Standards

1. The student growth percentile score on State assessments⁴:

The DISTRICT shall use the following scoring methodology for the assignment of points to the student growth subcomponent:

<u>Score on Student Growth Subcomponent if not based upon a value-added growth model</u>	<u>Rating</u>
18-20	Highly Effective
9-17	Effective
3-8	Developing
0-2	Ineffective

<u>Score on Student Growth Subcomponent if based upon a value-added growth model</u>	<u>Rating</u>
22-25	Highly Effective
10-21	Effective
3-9	Developing
0-2	Ineffective

2. The DISTRICT's Local Measure of student achievement⁵:

⁴ According to 8 N.Y.C.R.R. §30-2, 20 points of a teacher's composite effectiveness score shall be based upon the teacher's student growth percentile score on State assessments in English language arts and/or mathematics in grades 4-8.

⁵ According to 8 N.Y.C.R.R. §30-2, 20 points of a teacher's composite effectiveness score shall be based upon locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms.

The District will utilize AIMSWeb as the local measure of student achievement for all classroom teachers in grades K-8. The target and the manner in which points shall be assigned shall be mutually agreed upon by the parties before September 1st.. For teachers in grades 9-12 a mutually agreed upon, locally created Regents based assessment will be used. The target for these assessments shall be the percentage of students achieving a grade of 65% or better. The manner in which points shall be assigned shall be mutually agreed upon by the parties. The parties agree to explore, during the 2012-13 school year, the viability of Project GLAD as District-wide local assessment for 2013-14 and/or thereafter.

The DISTRICT shall use the following scoring methodology for the assignment of points to the student achievement subcomponent:

<u>Score on Student Achievement Subcomponent if not based upon a value-added growth model</u>	<u>Rating</u>
18-20	Highly Effective
9-17	Effective
3-8	Developing
0-2	Ineffective

<u>Score on Student Growth Subcomponent if based upon a value-added growth model</u>	<u>Rating</u>
14-15	Highly Effective
8-13	Effective
3-7	Developing
0-2	Ineffective

3. The DISTRICT's 60 points for Other Measures of teacher effectiveness.
 - a. The District shall utilize Danielson's Framework for Teaching (2007 or 2011 Revised Edition) Rubric to assess other measures of teacher effectiveness.
 - b. The DISTRICT's method of measuring teacher effectiveness based on other criteria shall be as follows:

Probationary Teachers

Four (4) observations shall account for all 60 points. Two (2) such observations, by two (2) different administrators shall be unannounced. The District will advise teaching staff of the grade levels and areas of focus for unannounced observations during that month. The District will provide a two (2) week window of notification to teaching staff as to the grade levels and areas of focus for unannounced observations.

Three (3) observations will be conducted prior to February 1st, and the fourth by April 15th. The fourth observation can be delayed beyond April 15th in situations in which a teacher has

received an "ineffective" or "developing" rating on an observation, but in no event shall such observation be later than June 1st.

No more than one observation will be conducted within a two-week period, except for exceptional circumstances and after prior consultation with the STA. Informal observations will be of no less than twenty (20) minutes in duration.

Pre-observation conferences shall occur prior to announced observations in accordance with current practices. Post-observation conferences shall occur after all observations, scheduled as follows: within five school days of the observation, the teacher shall receive a draft observation document; within five days of receiving the document, the teacher shall contact the administrator for the purposes of scheduling the post-observation conference, which shall occur within seven days of when the teacher contacts the administrator.

Teachers shall be expected to bring lesson plans, communication records with families, grade record-keeping, and evidence of professional development to pre-observation and post-observation conferences.

See attached Danielson Point Allocation for untenured teachers annexed as Attachment "B."

Any Teaching Standards that are not addressed in the classroom observations shall be assessed by the District at least once a year.

Tenured Teachers

One (1) formal observation worth 30 points and a maximum of two (2) informal observations totaling 10 points shall account for a total of 40 points. The informal observations shall be unannounced. The District will provide a two (2) week window of notification to teaching staff as to the grade levels and areas of focus for unannounced observations. In the event either party feels additional informal observations are warranted they shall confer and, if mutually agreed, additional observations may be conducted.

The formal observation shall be conducted prior to February 1st, and the informal observations shall be conducted prior to May 1st. Nothing shall prohibit the District from conducting informal observations prior to the formal observation. Informal observations will be of no less than twenty (20) minutes in duration.

No more than one observation will be conducted within a two-week period, except for exceptional circumstances and after prior consultation with the STA.

Pre-observation conferences shall occur prior to announced observations in accordance with current practices. Post-observation conferences shall occur after all observations, scheduled as follows: within five school days of the observation, the teacher shall receive a draft observation document; within five days of receiving the document, the teacher shall contact the administrator for the purposes of scheduling the post-observation conference, which shall occur within seven days of when the teacher contacts the administrator.

Teachers shall be expected to bring lesson plans, communication records with families,

grade record-keeping, and evidence of professional development to pre-observation and post-observation conferences.

See attached Danielson Point Allocation for tenured teachers annexed as Attachment "C." The 30 point scale shall be converted to a 10 point scale for the informal observation score.

Evidence Binders: Tenured Teachers shall also be evaluated for purposes of other measures of effectiveness on the submission of evidence of student development and performance through lesson plans, student portfolios and other artifacts of teacher practices through a structured review process. The evidence binder process shall entail a review of evidence associated Domain 2 (the classroom environment) and Domain 4 (professional responsibilities). Each of these two domains shall have a point value of 0-10. Teachers are expected to submit seven (7) pieces of evidence from the attached list for each domain. Each piece of evidence shall have a point value of one (1) such that a teacher who submits seven (7) shall receive seven (7) points, a teacher who submits six (6) shall receive six (6) points, etc. Teachers shall be free to submit more than seven (7) pieces of evidence for each domain. Up to three (3) additional points may be awarded for each domain based upon the Principal's review of the evidence and substantive judgment as per a mutually agreed upon rubric (by January 2013) to the extent to which the evidence for that domain demonstrates effort, skill, professionalism, creativity or such other factors as the Principal considers appropriate in the assessment of teaching responsibilities as it relates to those domains. Evidence for each of the domains is set forth in Attachment "D".

Any Teaching Standards that are not addressed in the classroom observations shall be assessed by the District at least once a year.

The District shall utilize the procedures recommended by the State Education Department with respect to the manner of reporting individual subcomponent scores and total composite effectiveness scores for each classroom teacher. The District will provide teachers with their total points by June 15th exclusive of State allocation of points and New York State driven assessment scores.

IV. TEACHER IMPROVEMENT PLANS AND THE APPEAL PROCESS

- A. The District will ensure that teachers receive timely and constructive feedback as part of the evaluation process through the use of pre- and post-observation conferences and by providing the annual evaluation prior to the end of a school year, to the extent possible.
- B. The process by which the DISTRICT will address the performance of teachers whose performance is evaluated as needing an improvement plan.
 1. The Teacher Improvement Plan (TIP) is designed to provide support for teachers whose annual composite score has, in conformity with all observation and evaluation procedures agreed upon in the Annual Professional Performance Review plan, identified them as **developing** or **ineffective**.

2. The parties to this Annual Professional Performance Review plan understand that the sole and exclusive purpose of a TIP is the improvement of teaching practice.
- a. In compliance with this Article, the teacher will be required to participate in a Teacher Improvement Plan.
- b. In those cases where the need for performance improvement has been identified through the observation and evaluation procedures agreed upon in the Annual Professional Performance Review plan, a Teacher Improvement Plan will be designed in order to address specific performance concerns.
- c. The Teacher Improvement Plan will be designed by the principal, in collaboration with the teacher and a Southampton Teachers' Association representative. The principal will convene a conference with the teacher and the Association representative within five (5) business days from the first day of school in the year following the rendering of an annual composite score of developing or ineffective. The sole purpose of this conference will be to develop a Teacher Improvement Plan. Once the Plan is documented, the Plan will be signed by the teacher and the Association President for the sole purpose of memorializing receipt thereof.
- d. The Teacher Improvement Plan must be implemented within ten (10) business days following the opening of classes for the school year.
- e. A copy of the Teacher Improvement will be provided to the President of the Southampton Teachers' Association within five (5) business days of its completion.
- f. The Teacher Improvement Plan will include the following:
- Specifically delineated goals that identify specific areas that are considered to be developing or ineffective based upon the Danielson Rubric.
 - Identification and approval of required activities and professional development opportunities to assist the teacher in achieving the stated goals.
 - Specifically stated measurement for each cited goal.
 - Assignment of a mentor and access to a peer coach.
 - Specifically delineated criteria for measuring the teacher's progress. This will include the number of additional observations (beyond the number required under the Other Measures of Teacher Effectiveness component), if any, which may be required. If additional observations are required, at least one will be conducted by an administrator other than the principal who authored the Teacher Improvement Plan.
 - A timeline for implementing, evaluating and conducting the Teacher Improvement Plan.

- g. The parties agree to discuss the extent to which modeling of areas identified as in need of improvement can be implemented after the first year of this Plan. The parties also agree (to the extent possible) this Teacher Improvement Plan will be utilized as a guide for teacher improvement plans implemented for the 2012-13 year.
3. To the extent the District requires the teacher undertake, as part of a Teacher Improvement Plan, an activity which has a cost, such as a workshop or conference, the District will pay the cost.
 - C. The process by which the DISTRICT will handle appeals of a teacher's annual professional performance review.
 1. An appeal of a teacher's evaluation which has resulted in a rating of "ineffective" or "developing" shall be submitted to the Superintendent of Schools within five (5) school days of the receipt of such evaluation, shall be in writing, and shall set forth in detail the basis for the appeal. Appeals shall be limited to:
 - a. the substance of the Annual Professional Performance Review;
 - b. the district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law Section 3012(c) and applicable rules and regulations;
 - c. the district's failure to comply with the Regulations of the Commissioner and/or any applicable locally negotiated procedures;
 - d. the district's failure to issue and/or implement the terms of the Teacher Improvement Plan (T.I.P.), where applicable, as required under Education Law Section 3012(c).
 2. Within five (5) business days of receipt of the appeal, the Superintendent of Schools or his/her designee shall forward the appeal to an A.P.P.R. Fact Finding Committee. The fact finding committee shall:
 - a. operate with the sole purpose of determining that the following aspects of the evaluation procedures have been systematically adhered to:
 - the procedures associated with the observation component of the review, including the timing of observations, the requirements of pre-observation conferences, and the timing of post-observation conferences, including those aspects of the procedures which are the obligation of the teacher
 - the procedures associated with Teacher Improvements Plans
 - The process by which points are to be assigned in connection with other measures of teacher effectiveness
 - b. consist of one administrator chosen by the district (who will be someone

other than the administrator who completed the evaluation), and two individuals chosen by the Southampton Teachers' Association.

3. Within three (3) business days the fact finding committee will render an opinion to the Superintendent of Schools.
4. If after review by the Fact Finding Committee it has been determined that the evaluation procedures as outlined above have been violated, the rating cannot be used as one of the two consecutive evaluations for purposes of conducting an expedited 3020-a proceeding. This shall constitute the sole sanction associated with a finding by the Fact Finding Committee that the evaluation procedures have not been followed. That is, the District shall in no other way be limited in their consideration or use of any evaluation for which such a finding by the Fact Finding Committee has been made, including, but not limited to, the implementation of a Teacher Improvement Plan or disciplinary action, including a traditional (i.e., not expedited) 3020-a proceeding. The Fact Finding Committee shall not be empowered to review the substantive judgment of any observer or evaluator, or the substance of the APPR. In the event of a teacher receives an evaluation rating of "Ineffective" and subsequently receives an evaluation for which the Fact Finding Committee finds there has been a procedural violation as outlined above, should the teacher receive an evaluation rating of "Ineffective" in the next following evaluation, the District shall be authorized, but not required, to utilize the expedited 3020-a procedure with the evaluations issued immediately before and immediately after the procedurally flawed evaluation as the two consecutive "Ineffective" evaluations.
5. After review by the Fact Finding Committee, the Superintendent of Schools shall, within three (3) business days render a written determination with respect to the appeal. The determination of the Superintendent of Schools shall be final and not subject to grievance, arbitration or any other claim.
6. The timeframe referred to herein may be modified by mutual agreement of the parties.

V. OTHER REQUIREMENTS FOR THE DISTRICT'S APPR PLAN

- A. The process by which the DISTRICT will ensure that the State Education Department receives timely and accurate teacher, course and student "linkage" data.⁶:

The District shall follow the State Education Department developed procedures and timelines for extracting data from the student management system and reporting to the Student Information Repository System (SIRS).

- B. The process for teachers and principals to verify the courses and/or student rosters

⁶ SED has issued detailed guidance on the collection and reporting of teacher and course data in the Student Information Repository System ("SIRS"). Data will be collected from school districts to ensure that raw student data will be attributed to that student's "teacher of record" and that students "building principal" for the purposes of the APPR. (8 NYCRR §30-2.3(b)(1)).

assigned to them.⁷:

Student schedules are created prior to the start of the school year. During this process, students are assigned courses and sections of courses are assigned to teachers. After the scheduling process is completed teachers are able to verify their assigned list of courses and student rosters.

- C. The assessment development, security and scoring processes utilized by the DISTRICT to ensure that assessments and/or measures used to evaluate teachers and principals under this plan are not disseminated to students before administration and that teachers and/or principals do not have a vested interest in the outcome of the assessments they score⁸:

The District follow State Education Department Assessment Administration Guidelines when administering and scoring State assessments. The District will ensure that principals and teachers are not directly involved in the scoring of assessments for which a teacher or principal has a vested interest.

VI. CERTIFICATIONS

- A. Certification by the Superintendent that the locally selected measure of student achievement for teachers is rigorous and comparable across classrooms and how the measure meets these requirements. (See 8 NYCRR §30-2.4(c)(3)(ii) to determine applicability.)
- B. If more than one local measure of student achievement for teachers is used Certification by the Superintendent that the measures are comparable in accordance with Testing Standards. (See 8 NYCRR §30-2.4(c)(iii) to determine applicability.)
- C. If more than one local measure of student achievement for principals is used Certification by the Superintendent that the measures are comparable in accordance with Testing Standards. (See 8 NYCRR §30-2.4(4)(ii) to determine applicability.)

⁷ See footnote 15.

⁸ Neither the Regulations nor any guidance issued by SED appears to provide more specificity with regard to these processes, except as to require that these processes be included in the APPR Plan. (8 NYCRR §30-2.3(b)(3)).

Attachment "A"-Definitions

APPROVED PRINCIPAL RUBRIC	Rubric approved by SED	30-2.2(a)
APPROVED TEACHER RUBRIC	Rubric approved by SED	30-2.2(a)
APPROVED STUDENT ASSESSMENT	Standardized student assessment approved by SED for locally selected measurers subcomponent ad/or to measure student growth in non-tested subjects for the State assessment or other comparable measures subcomponent	30-2.2(b)
BUILDING PRINCIPAL	Principal or administrator in charge of instructional program of a school district or BOCES	30-2.2(c)
CLASSROOM TEACHER	Teacher who is teacher of record, excluding evening school teachers of adults enrolled in nonacademic, vocational subjects. Also excludes supplemental school personnel as defined in 80-5.6	30-2.2(d)
COMMON BRANCH SUBJECTS	Any or all of the subjects usually included in the daily program of an elementary school classroom such as arithmetic, civics, visual arts, elementary science, English language, geography, history, hygiene, physical activities, practical arts, reading, music, writing, and such other similar subjects.	30-2.2(e)
COMPOSITE EFFECTIVENESS SCORE	Total effectiveness score out of 100 points, which will be the sum of the three subcomponent scores, which includes student growth on State assessments or other comparable measures; locally selected measures of student achievement; and other measures of teacher and principal effectiveness	30-2.2(f)
CO-PRINCIPAL	Certified administrator designated by the Board of Education to have executive authority, management and instruction leadership responsibility for all or a portion of a school or BOCES-operated instructional program, in a situation in which more than one such administrator is so designated. The Term co-principal implies equal line authority, with each designated administrator reporting to a district-level or comparable BOCES-level supervisor.	30-2.2(g)

“DEVELOPING” RATING	For a classroom teacher or building principal to be rated as “developing” in the 2011-12 school year, he or she must receive a composite effectiveness score of 65-74	30-2.2(h)
“EFFECTIVE “ RATING	For a classroom teacher or building principal to be rated as “effective” in the 2011-12 school year, he or she must receive a composite effectiveness score of 75-90	30-2.2(i)
EVALUATOR	Any individual who conducts evaluations of classroom teachers or building principals.	30-2.2(j)
GOVERNING BODY OF EACH SCHOOL DISTRICT	The Board of Education for a public school district (excluding NYC Department of Education) and the Board of Cooperative Education Services for the BOCES	30-2.2(u)
“HIGHLY EFFECTIVE RATING”	For a classroom teacher or building principal to be rates as “highly effective” in the 2011-12 school year, he or she must receive a composite effectiveness score of 91-100.	30-2.2(k)
“INEFFECTIVE” RATING	For a classroom teacher or building principal to be rated as “ineffective: in the 2011-12 school year, he or she must receive a composite effectiveness score of 0-64.	30-2.2(l)
LEAD EVALUATOR	The primary individual responsible for conducting and completing an evaluation of a classroom teacher or building principal. The regulations state that to the extent practicable, for evaluation of classroom teachers, this should be the building principal or his/her designee.	30-2.2(m)
LEADERSHIP STANDARDS	The standards provided through the Educational Leadership Policy Standards adopted by the National Policy Board for Educational Administration.	30-2.2(n)
STUDENT GROWTH	The change in student achievement for an individual student between two or more points in time.	30-2.2(o)
STUDENT GROWTH PERCENTILE SCORE	The results of a statistical model that calculates each student’s change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student’s performance to that of similarly achieving students.	30-2.2(p)

SUBCOMPONENTS OF THE COMPOSITE EFFECTIVENESS SCORE	The three subcomponents of a teacher's or principal's evaluation and composite effectiveness score.	30-2.2(q)
TEACHER OR PRINCIPAL STUDENT GROWTH PERCENTILE	A measure of central tendency of the student growth percentile scores for a teacher's or principal's students after one or more of the following are taken into account: the student's poverty status; students with disabilities and English language learners.	30-2.2(r)
TEACHER OF RECORD	Those teachers who are primarily and directly responsible for a student's learning activities that are aligned to the performance measures of a course consistent with the Commissioner's guidelines.	30-2.2(s)
TESTING STANDARDS	The "Standards for Educational and Psychological Testing" set by the American Psychological Association, National Council on Measurement in education and the American Educational Research Association.	30-2.2(t)
VALUE ADDED GROWTH SCORES	The results of a statistical model that incorporates a student's academic history and may use other student demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics that are generally not in the teacher's or principal's control. Can be different for teachers and principals based upon empirical evidence and policy determinations.	30-2.2(v)

Attachment "B"

STA Danielson Point Allocation – Non-Tenured (4 observation totality)

PROFESSIONAL COMPETENCIES (0 – 60 points)		Available	Ineffective	Developing	Effective	Highly Effective	Rating
FRAMEWORK FOR TEACHING DOMAIN							
Demonstrating knowledge of Content & Pedagogy (1a)		0-4	0-1	3	3.75	4	
Demonstrating Knowledge of Students (1b)		0-4	0-1	3	3.75	4	
Setting Instructional Outcomes (1c)		0-3	0-0.75	2.25	2.8	3	
Demonstrating Knowledge of Resources (1d)		0-3	0-0.75	2.25	2.8	3	
Designing Coherent Instruction (1e)		0-4	0-1	3	3.75	4	
Designing Student Assessments (1f)		0-3	0-0.75	2.25	2.8	3	
Creating an Environment of Respect and Rapport (2a)		0-4	0-1	3	3.75	4	
Establishing a Culture of Learning (2b)		0-4	0-1	3	3.75	4	
Managing Classroom Procedures (2c)		0-3	0-0.75	2.25	2.8	3	
Managing Student Behavior (2d)		0-2	0-0.5	1.5	1.9	2	
Organizing Physical Space (2e)		0-3	0-0.75	2.25	2.8	3	
Communicating With Students (3a)		0-3	0-0.75	2.25	2.8	3	
Using Questioning, Prompts & Discussion (3b)		0-4	0-1	3	3.75	4	
Engaging Students in Learning (3c)		0-4	0-1	3	3.75	4	
Using Assessment in Instruction (3d)		0-4	0-1	3	3.75	4	
Demonstrating Flexibility & Responsiveness (3e)		0-2	0-0.5	1.5	1.9	2	
Teacher Reflection to Improve & Grow (4a)		0-1	0-0.25	0.75	0.95	1	
Maintaining Accurate Records & Responsibilities (4b)		0-1	0-0.25	0.75	0.95	1	
Communicating With & Engaging Families (4c)		0-1	0-0.25	0.75	0.95	1	
Participating in a Professional School Community (4d)		0-1	0-0.25	0.75	0.95	1	
Professional Growth by Enhancing Content Knowledge (4e)		0-1	0-0.25	0.75	0.95	1	
Showing Professionalism & Demonstrating Integrity (4f)		0-1	0-0.25	0.75	0.95	1	
		0-60	0-15	45	56.3	60	

STA Danielson Point Allocation – Non-Tenured (1 observation)

PROFESSIONAL COMPETENCIES (0 – 15 points)		Available	Ineffective	Developing	Effective	Highly Effective	Rating
FRAMEWORK FOR TEACHING DOMAIN							
Demonstrating knowledge of Content & Pedagogy (1a)	0-1	0-0.25	0.75	0.9375	1		
Demonstrating Knowledge of Students (1b)	0-1	0-0.25	0.75	0.9375	1		
Setting Instructional Outcomes (1c)	0-0.75	0-0.1875	0.5625	0.7	0.75		
Demonstrating Knowledge of Resources (1d)	0-0.75	0-0.1875	0.5625	0.7	0.75		
Designing Coherent Instruction (1e)	0-1	0-0.25	0.75	0.9375	1		
Designing Student Assessments (1f)	0-0.75	0-0.1875	0.5625	0.7	0.75		
Creating an Environment of Respect and Rapport (2a)	0-1	0-0.25	0.75	0.9375	1		
Establishing a Culture of Learning (2b)	0-1	0-0.25	0.75	0.9375	1		
Managing Classroom Procedures (2c)	0-0.75	0-0.1875	0.5625	0.7	0.75		
Managing Student Behavior (2d)	0-0.5	0-0.125	0.375	0.475	0.5		
Organizing Physical Space (2e)	0-0.75	0-0.1875	0.5625	0.7	0.75		
Communicating With Students (3a)	0-0.75	0-0.1875	0.5625	0.7	0.75		
Using Questioning, Prompts & Discussion (3b)	0-1	0-0.25	0.75	0.9375	1		
Engaging Students in Learning (3c)	0-1	0-0.25	0.75	0.9375	1		
Using Assessment in Instruction (3d)	0-1	0-0.25	0.75	0.9375	1		
Demonstrating Flexibility & Responsiveness (3e)	0-0.5	0-0.125	0.375	0.475	0.5		
Teacher Reflection to Improve & Grow (4a)	0-0.25	0-0.0625	0.1875	0.2375	0.25		
Maintaining Accurate Records & Responsibilities (4b)	0-0.25	0-0.0625	0.1875	0.2375	0.25		
Communicating With & Engaging Families (4c)	0-0.25	0-0.0625	0.1875	0.2375	0.25		
Participating in a Professional School Community (4d)	0-0.25	0-0.0625	0.1875	0.2375	0.25		
Professional Growth by Enhancing Content Knowledge (4e)	0-0.25	0-0.0625	0.1875	0.2375	0.25		
Showing Professionalism & Demonstrating Integrity (4f)	0-0.25	0-0.0625	0.1875	0.2375	0.25		
	0-15	0-3.75	11.25	14.075	15		

Attachment "C"

STA Danielson Point Allocation – Tenured (1 observation)

PROFESSIONAL COMPETENCIES (0 – 30 points)		Available	Ineffective	Developing	Effective	Highly Effective	Rating
FRAMEWORK FOR TEACHING DOMAIN							
Demonstrating knowledge of Content & Pedagogy (1a)		0-2	0-0.5	1.5	1.875	2	
Demonstrating Knowledge of Students (1b)		0-2	0-0.5	1.5	1.875	2	
Setting Instructional Outcomes (1c)		0-1.5	0-0.375	1.125	1.4	1.5	
Demonstrating Knowledge of Resources (1d)		0-1.5	0-0.375	1.125	1.4	1.5	
Designing Coherent Instruction (1e)		0-2	0-0.5	1.5	1.875	2	
Designing Student Assessments (1f)		0-1.5	0-0.375	1.125	1.4	1.5	
Creating an Environment of Respect and Rapport (2a)		0-2	0-0.5	1.5	1.875	2	
Establishing a Culture of Learning (2b)		0-2	0-0.5	1.5	1.875	2	
Managing Classroom Procedures (2c)		0-1.5	0-0.375	1.125	1.4	1.5	
Managing Student Behavior (2d)		0-1	0-0.25	0.75	0.95	1	
Organizing Physical Space (2e)		0-1.5	0-0.375	1.125	1.4	1.5	
Communicating With Students (3a)		0-1.5	0-0.375	1.125	1.4	1.5	
Using Questioning, Prompts & Discussion (3b)		0-2	0-0.5	1.5	1.875	2	
Engaging Students in Learning (3c)		0-2	0-0.5	1.5	1.875	2	
Using Assessment in Instruction (3d)		0-2	0-0.5	1.5	1.875	2	
Demonstrating Flexibility & Responsiveness (3e)		0-1	0-0.25	0.75	0.95	1	
Teacher Reflection to Improve & Grow (4a)		0-0.5	0-0.125	0.375	0.475	0.5	
Maintaining Accurate Records & Responsibilities (4b)		0-0.5	0-0.125	0.375	0.475	0.5	
Communicating With & Engaging Families (4c)		0-0.5	0-0.125	0.375	0.475	0.5	
Participating in a Professional School Community (4d)		0-0.5	0-0.125	0.375	0.475	0.5	
Professional Growth by Enhancing Content Knowledge (4e)		0-0.5	0-0.125	0.375	0.475	0.5	
Showing Professionalism & Demonstrating Integrity (4f)		0-0.5	0-0.125	0.375	0.475	0.5	
		0-30	0-7.5	22.5	28.15	30	

Attachment "D"

Evidences Examples

Artifacts/Evidences are indicators of professional growth. They are not intended to be a portfolio of completed work. Artifacts are meant to support a teacher's instructional practices evaluation and the progress toward his/her goals. Artifacts are not put into the personnel file.

Portfolio Selection	Sample Artifacts
Domain 2: The Classroom Environment	<ul style="list-style-type: none">▪ Affective domain (self-esteem, incentives, rewards, projects, etc.)▪ Group Building Strategies▪ Seating Arrangement (rationale reflecting best practices for centers, small group discussions, etc.)▪ Instructional Schedules▪ Evidence of Cooperative Learning▪ Differentiated Instruction▪ Syllabus▪ Student Projects▪ Social Contract▪ Case Studies▪ Bulletin Boards (interactive, instructional, affective)▪ Homework Plan, weekly calendars▪ Records of strategies handling student behavior problems, assertive discipline techniques and/or strategies▪ Substitute plan folder▪ CD, electronic presentations▪ Parent Night packet or data file▪ Rules/expectations clearly posted▪ Learning stations▪ Evidence of unit organization and content enhancement▪ Data Notebook

Domain 4: Professional Responsibilities

- Parent Communication (Voicemail and/or email logs, notes, letters, surveys, forms, etc.)
- Coursework. Conferences, Workshops, Presentations, Meetings
- PD Strand documentation
- Group Building Strategies
- Interviews with students, teachers, parents
- Letters to parents
- Volunteer experience (ie. coaching)
- Letters of appreciation/recognition
- Observation reports from visiting other classrooms
- Instructional Schedules
- Syllabus
- Professional Involvement (District committees, School Committees, Professional Organizations, Community Projects)
- Team/Grade Level (Group Planning Notes)
- Collegiality
- Community Involvement (PTA, Board Meetings, volunteerism)
- Notes received from students, parents, colleagues and administrators
- Letters of Recommendation for students
- Tutoring
- Article summaries and critiques
- Active teacher website
- Participation in school-sponsored events and activities (beyond the contractual obligation)
- Coursework submissions to guidance
- Teaching out-of-district presentations and instructional activities
- Active participation in county or regional consortium (i.e. library, technology)
- Union representative

PRINCIPAL APPR PLAN

MEMORANDUM OF AGREEMENT

APPR 3012-c

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE Southampton SCHOOL DISTRICT, hereinafter referred to as "The District" and Southampton ADMINISTRATORS ASSOCIATION, hereinafter referred to as "The Association";

WHEREAS, the District and the Association have entered into negotiations in accordance with the requirements to implement an evaluation system pursuant to Chapter 103 of the Laws of New York, § 3012-c and 100.2(o) of the Commissioner's Regulations for all building principals; and

WHEREAS, as a result of said negotiations the parties have agreed to the annual evaluation procedure and review process contained herein.

NOW THEREFORE, the following has been agreed upon by the parties.

1. The parties have mutually agreed upon using the Multi-Dimensional Principal Performance Rubric (MPPR) in regards to the Local 60% of the composite portion score for all building principals.
2. The parties have agreed to adhere to the underlying principles behind APPR, as well as the timelines and evaluation procedure contained in Appendix "A".
3. Local 60 points - The parties have agreed to use the observation and evaluation forms contained in Appendix "B" attached hereto.
4. Local 60 Points – The parties mutually agree to delineate the Local 60 Points as contained in Appendix "C" (Option B) attached hereto.
5. Local 60 Points - Appendix "D" shall be the list of artifacts/evidence to evaluate the domains which comprise the 60 points.
6. The MPPR is derived from the six ISLLC standards. Each standard is to be supported by the *Knowledge* required for the standard, the *Dispositions* or attitudes manifest by the accomplishment of the standard, and *Performances* that could be observed by a supervisor. The artifacts/evidence listed in Appendix "D" is the evidence of the knowledge, dispositions, and performances, and shall be the measurement of effectiveness for each domain.
7. The parties agree that all observations and/or evaluations of building principals shall be done by a duly trained and certified administrator.
8. The HEDI Bands for Point Allocation for the 60 Points shall be as follows:

RATING	POINT RANGE
Highly Effective	59-60
Effective	58-54
Developing	53-40

Ineffective	0-39
-------------	------

9. The parties agree to use the following Achievement Measures for the purposes of the Local 20 Student Achievement measure for the 2012-2013 school year:

Local 20 Measure of Student Achievement:

The parties shall agree upon the Local Measure of student achievement prior to September 1st.

- 10. The parties agree to delineate the Local 20 Points for Student Achievement as set forth in Appendix "E", annexed hereto. In the event that the State Education Department develops a growth measurement for any building principals the parties hereby agree to use "Appendix E1" for that building principal.
- 11. The parties agree to use the Principal Improvement Plan set forth in "Appendix "F", annexed hereto for all "developing" or "ineffective" ratings.
- 12. The parties agree to use the Appeals Process set forth in Appendix "G", annexed hereto for all "developing" or "ineffective" ratings.
- 14. The parties agree that all provisions of this agreement, including all appendices, shall sunset and become null on void effective June 30, 2013. That notwithstanding, the parties agree that anything which must be done in order to fulfill the requirements of this agreement as it relates to evaluations for 2012-13, but which will occur after June 30, 2012, including, but not limited to the processing of appeals, shall be done in accordance with this agreement. The parties agree that they must renegotiate all aspects and details of this agreement which are subject to the obligation to bargain and agree to begin negotiations for a successor agreement no later than February 1, 2013.

The parties agree that the elements contained within this Supplemental Memorandum of Agreement shall be incorporated into the District's 2012-13 APPR Plan Document.

SO AGREED, this ____ of June, 2012

THE DISTRICT

By: 
Superintendent of Schools

THE ASSOCIATION

By: 
Association President

APPENDIX A

(EVALUATION PROCEDURE)

Underlying Principles behind APPR

The building principal evaluation process must:

1. Align with the six ISSLIC standards
2. Be intended to acknowledge strength, identify weaknesses and improve performance by being predicated on providing continued feedback for growth
3. Provide opportunities for personal and professional growth of the building principal
4. Be ongoing and connected to school improvement goals through multiple (at least 4) school visits.
5. Adhere to the negotiated evaluation procedures, timelines, and forms.
6. Use the categories of Highly Effective, Effective, Developing, Ineffective

Timeline for Principal Evaluation

End of August or as soon as
Principal is hired

Review evaluation process, forms and agree upon evidence (i.e. artifacts/documents/data) that will be provided by the building principal to support rubric sub-domains. Discussion and collaboration on building needs for the upcoming school year

No later than
November 15th

Principal will be observed by Assistant Superintendent for Instruction in accordance with the procedures set forth in Appendix A. Written summary of that observation will be provided to principal.

No later than December
15th

Principal will be observed the Assistant Superintendent for Instruction

No later than
End of the first semester

Assistant Superintendent for Instruction will observe building principals in accordance with procedures set forth under evaluation procedures and complete a mid-year summative evaluation form to be given to building principal no later than ten (10) school days after the observation. The mid-year summative shall include detailed discussion about any domain or sub-domain that the Assistant Superintendent for Instruction believes the building principal is at risk

of being rated “developing” or “ineffective”. In such instance, the Assistant Superintendent for Instruction shall provide detailed recommendation on how the building principal can improve in that domain and/or sub-domain.

No later than
February 15th

Principal shall provide a response (if necessary) to the mid-year summative as well as any requested supporting documentation.

No Later than
April 1st

Building Principal will receive a second observation by the Assistant Superintendent for Instruction

No later than
May 15th

Assistant Superintendent for Instruction shall meet with building principal and provide building principal with a draft end of year evaluation.

No Later than
June 1st

Building Principal may meet with the Assistant Superintendent for Instruction and provide documentation and comment on the proposed draft evaluation. Changes to the evaluation may be made as a result of the discussions and documents provided by the Building Principal.

No Later than
June 30th or whenever the State
Scores become available,
whichever is later

Building principal provided with copy of final written evaluation form and summary composite point form.

**EVALUATION PROCEDURES/REQUIREMENTS FOR “OTHER MEASURES”
SUBCOMPONENT**

60 point Subcomponent
Multi-dimensional rubric

OBSERVATIONS:

The Assistant Superintendent for Instruction as part of the following observation process shall ensure that any deficiency, that the Assistant Superintendent for Instruction may observe, is documented, in writing, along with constructive and specific ways in which the Building Principal may achieve improvement in regards to that specific perceived deficiency.

Non-tenured principals:

Three (3) formal observations (one unannounced) will be made during each probationary year by the Assistant Superintendent for Instruction.

Tenured principals:

Three (3) formal observations (one unannounced) will be conducted each year by the Assistant Superintendent for Instruction.

Conduct of Observations:

Formal monitoring or observation of the work performance of a Principal shall be conducted openly and with full knowledge of the Principal;

Observations will be conducted only by the Assistant Superintendent for Instruction;

The observation shall be at least thirty minutes in duration.

With the sole exception of the unannounced observations all observation must be scheduled fifteen school (15) days in advance

All observations must be followed by written documentation no later than ten (10) school days after the observation. The parties have agreed that all observations shall be documented using the negotiated observation form. (See, form ___ attached hereto)

Pre-observation meeting or conversation must occur at least one week prior to scheduled observation to discuss the planned activities, meeting, events, that are to be observed and the related practice rubric domains that will be the focus of the observation

Post-observation meeting or conversation must be held no later than one week after the observation and a written summary, including any suggested guidance, is to be delivered to principal within ten (10) school days of the post-observation meeting, if the evaluator believes the building principal will be rated “developing” or “ineffective” in any sub-domain.

Principal shall have one (1) week to submit a response to the observation including any supporting documentation.

In addition to the observations there will be a formative mid-year observation and evaluation completed by the Assistant Superintendent for Instruction (Form ___ (attached hereto) that will be provided to the Principal no later than January 15th. No composite points will be assigned to the mid-year evaluation. The mid-year evaluation is meant to provide the building principal with constructive feedback as to his/her progress on each domain of the principal practice rubric, any perceived deficiency in a domain (“developing” or “ineffective”).

Evaluations of Principals shall not be forwarded to any other agency or prospective employer without the written consent of the Principal, or as may be required by law.

2. USE OF SCHOOL DOCUMENTS

The parties agree that there are several sub-domains within the Multi-Dimensional rubric which cannot be evaluated or measured based upon isolated observations. Therefore, it has been agreed that no later than May 15th the Principal will submit to the Assistant Superintendent for Instruction supporting artifacts and evidence for the domains and/or sub-domains. The documents submitted for each domain and/or sub-domain shall be from the attached list of approved school documents. (Appendix __) Therefore, it has been agreed by the parties agree that sub-domains will be evaluated based upon the agreed upon documents. These sub-domains are as follows:

3. END OF THE YEAR EVALUATION:

The Assistant Superintendent for Instruction upon review of all of the observation reports, mid-year summative evaluation, and school documents/evidence submitted by the principal the Assistant Superintendent for Instruction shall complete final end of the year evaluation form no later than June 30th. (Form ____ hereto attached)

APPENDIX B

PRINCIPAL PERFORMANCE EVALUATION MULTIDIMENSIONAL PRINCIPAL PRACTICE RUBRIC

PRINCIPAL:

SCHOOL:

DATE:

PERFORMANCE EVALUATION SCORING RUBRIC:

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

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

	HI	E	D	I
Promotes and supports activities for staff improvement				
Nurture and sustain a culture of collaboration, trust, learning and high expectations				
Create a comprehensive, rigorous, and coherent curricular program				
Create a personalized and motivating learning environment for students				
Supervise instruction				
Develop assessment and accountability systems to monitor student progress				
Develop the instructional and leadership capacity of staff				
Maximize time spent on quality instruction				
Promote the use of effective and appropriate technologies to support teaching and learning				
Monitor and evaluate the impact of the instructional program				

Supervisor's Overall Evaluation/ Comments:

Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating

Evidence to be used to support Domain:

-
-
-
-
-
-

POINTS ASSIGNED TO DOMAIN 2:

DOMAIN 2 SCORE: _____

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

	HI	E	D	I
Monitor and evaluate the management and operational systems				
Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources				
Promote and protect the welfare and safety of students and staff				
Develop the capacity for distributed leadership				
Ensure teacher and organizational time is focused to support quality instruction and student learning				

Supervisor's Overall Evaluation/ Comments:

Evidence to be used to support Domain:

-
-
-
-
-
-
-

Detailed explanation for each “developing” or “ineffective” rating to include specific factual evidence / artifacts used to support such rating

POINTS ASSIGNED TO DOMAIN 3:

DOMAIN 3 SCORE: _____

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

	HI	E	D	I
Collect and analyze data and information pertinent to the educational environment				
Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
Build and sustain positive relationships with families, caregivers, and community partners				

Supervisor's Overall Evaluation/ Comments:

Evidence to be used to support Domain:

-
-
-
-
-
-

Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating

POINTS ASSIGNED TO DOMAIN 4:

DOMAIN 4 SCORE: _____

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

	HI	E	D	I
Ensure a system of accountability for every student's academic and social success				
Consider and evaluate the potential moral and legal consequences for decision making				
Model principles of self-awareness, reflective practice, transparency, and ethical behavior				
Safeguard the values of democracy, equity , and diversity				
Promote social justice and insure that individual student needs inform all aspects of schooling				

Supervisor's Overall Evaluation/ Comments:

Evidence to be used to support Domain:

Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating

POINTS ASSIGNED TO DOMAIN 5:

DOMAIN 5 SCORE: _____

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

	HI	E	D	I
Advocate for children, families, and caregivers				
Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				
Act to influence local, district, state, and national decisions affecting student learning				
Supervisor's Overall Evaluation/ Comments:	Evidence to be used to support Domain:			
Detailed explanation for each "developing" or "ineffective" rating to include specific factual evidence / artifacts used to support such rating				

POINTS ASSIGNED TO DOMAIN 6: _____

DOMAIN 6 SCORE: _____

Supervisors Signature/Date

Total Composite Points Awarded

Principal Signature / Date

Principal's signature represents only receipt of the evaluation form and not agreement with its content or score

Multidimensional Principal Performance Rubric	Highly Effective	Effective	Developing	Ineffective
Effective with the 2012-13 School Year		% of HE	% of HE	% of HE
DOMAIN 1: Shared Vision of Learning	7			
a. Culture	3.5	0.95	0.85	0
b. Sustainability	3.5	0.95	0.85	0
OPTION B				
DOMAIN 2: School Culture and Instructional Program				
a. Culture	4	0.95	0.85	0
b. Instructional Program	5	0.95	0.85	0
c. Capacity Building	5	0.95	0.85	0
d. Sustainability	4	0.95	0.85	0
e. Strategic Planning Process	4	0.95	0.85	0
DOMAIN 3: Safe, Efficient, Effective Learning Environment				
a. Capacity Building	4	0.95	0.85	0
b. Culture	4	0.95	0.85	0
c. Sustainability	4	0.95	0.85	0
d. Instructional Program	5	0.95	0.85	0
DOMAIN 4: Community				
a. Strategic Planning Process: Inquiry	3	0.95	0.85	0
b. Culture	2	0.95	0.85	0
c. Sustainability	2	0.95	0.85	0
DOMAIN 5: Integrity, Fairness, Ethics				
a. Sustainability	2.5	0.95	0.85	0
b. Culture	2.5	0.95	0.85	0
DOMAIN 6: Political, Social, Economic, Legal & Cultural Content				
a. Sustainability	1	0.95	0.85	0
b. Culture	1	0.95	0.85	0

RATING	Point Range
Highly Effective	58-60
Effective	54-57
Developing	45-53
Ineffective	0-44

and written explanation that includes a factually based justification in support of the "ineffective" rating. The explanation must also provide a

Council of Administrators and Supervisors (CAS)

Mutually Agreed Upon Administrative Artifacts / Evidence that may be Submitted in Support of the
Portfolio and/or End of the Year Evaluation

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Examples of Evidence / Artifacts:

- Building goals
- School Improvement Plan
- Grade level goals
- Conference day programs
- Staff development plan
- Staff development calendar
- Staff development agendas and products
- Faculty meeting agendas
- Staff memos
- Parent letters
- Administrative council meeting agendas
- Department, grade level and/or team meeting agendas
- Scheduled collaboration and common planning time
- Mission/vision statement posters
- Instructional data compiled for staff
- Board presentations
- Advisory committee meeting agendas
- End-of-year report
- School newsletter
- Parent and student communication
- School website
- Strategic plan
- Monthly reports
- School report card
- Parent meeting agendas
- Building wide discipline plan
- Interscholastic academic eligibility policy
- Character education programs
- Guidance plan
- Student recognition programs
- Building tours
- Student orientation assemblies and lessons
- New entrant orientation program

Council of Administrators and Supervisors (CAS)

Mutually Agreed Upon Administrative Artifacts / Evidence that may be Submitted in Support of the Portfolio and/or End of the Year Evaluation

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Examples of Evidence / Artifacts:

- Recruiting, hiring and retaining quality staff
- New teacher orientation and induction programs
- Staff development plan
- Staff development calendar
- Staff development agendas and products
- Teacher mentor programs
- Administrative orientation and induction programs
- New administrator mentor programs
- Staff recognition programs
- Teacher and administrator observations and evaluations
- Teacher observation schedule
- Tenure recommendations
- Recommendations for continued employment
- Supervision of teacher APPR plans
- Observations and evaluations of non-certified staff (clerical, security, food service, teaching assistants, cafeteria aides, hall monitors, individual aides, etc.)
- Child study team meetings
- Motivational assemblies, speakers and programs
- Planning and development of teacher in-service programs
- Staff development plan and calendar
- Professional development program agendas and products
- Demonstration plans and lessons
- Provide teachers with opportunities to observe best practices
- Walk-through observation schedules
- Administrative council meeting agendas
- Faculty meeting agendas
- School climate surveys
- Administrative journal
- Administrative calendar
- Attend local, state and/or national professional conferences
- Professional reading library for staff
- Supportive notes from staff or community
- Student recognition for academics and athletics
- Art & music awards programs and competitions
- Examples of Evidence / Artifacts: (continued)
- Honor societies

Council of Administrators and Supervisors (CAS)

Mutually Agreed Upon Administrative Artifacts / Evidence that may be Submitted in Support of the Portfolio and/or End of the Year Evaluation

- Student faculty communication committee
- Guidance plan and program
- Identification and placement of ELL and Students with Disabilities
- Annual review of Students with Disabilities
- Child Study Teams,
- Student agenda book
- Registration procedures
- Character education programs
- Records management procedures
- College application process
- Class ranking
- Honor roll
- Commencement exercise
- Student activities (homecoming, prom, dinners, dances, field trips, etc.)
- Interscholastic athletic programs
- Intramural athletic programs
- Extended day programs
- GED programs
- School newspaper
- Yearbooks
- Literary magazine
- Student media center
- School television and radio
- Student mentor program

Council of Administrators and Supervisors (CAS)

**Mutually Agreed Upon Administrative Artifacts / Evidence that may be Submitted in Support of the
Portfolio and/or End of the Year Evaluation**

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Examples of Evidence / Artifacts:

- Master schedule
- Duty rosters
- Class rosters
- Staff Memos
- Assessment preparation and planning
- Proctor schedules
- Administration, scoring and reporting of state assessments: Regents examinations, mid-term examinations, ACT, SAT, IB, AP and NYSESLAT
- Analyses of data and application to instruction
- Transportation schedule and rosters
- Class size report
- Staffing projections
- Calendar planning
- Budget development (equipment, supplies, technology, textbooks, shared services, etc.)
- BEDS Report
- VADIR Report
- AIS programs
- Substitute coverage
- Cabinet meetings
- Administrative council meeting agendas
- General faculty and staff meeting agendas
- Department meeting agendas
- Grade Level meeting agendas
- Team meeting agendas
- Faculty meeting agendas
- Monthly reports
- End-of-year report
- Building expectations / rules communicated and posted
- School safety and emergency plan
- Crisis management team meetings
- Phone log and email
- Fire Inspection report & insurance audit
- Ad hoc meetings and agendas
- School security plan
- School safety committee

Council of Administrators and Supervisors (CAS)

Mutually Agreed Upon Administrative Artifacts / Evidence that may be Submitted in Support of the Portfolio and/or End of the Year Evaluation

- School attendance policy
- Staff memos
- Plant management walk through
- Student orientation documents
- Regular meetings with maintenance staff
- Safety survey data
- Teacher handbook
- Substitute handbook
- Student agenda book
- New teacher orientation and induction program
- Teacher/administrator mentor program
- District Code of Conduct
- 3214 Due Process procedures
- Student disciplinary hearings
- Suspension reports
- Immunization report
- School health report
- Infection prevention policy, MRSR, etc.
- Parent communication, letters, email, telephone
- Parent portal communication
- School report card
- Open school nights
- Meet the teacher nights
- Parent teacher conference days
- Progress reports
- Report cards
- Bi-lingual communication
- Emergency telephone system
- Emergency website information

Council of Administrators and Supervisors (CAS)

Mutually Agreed Upon Administrative Artifacts / Evidence that may be Submitted in Support of the Portfolio and/or End of the Year Evaluation

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Examples of Evidence / Artifacts:

- Parent advisory committee agendas
- PTSA and/or PTA meeting agendas and programs
- Sports booster club meeting agendas and programs
- Band parent organization meeting agendas and programs
- Shared decision making team meetings and products
- Collaboration with higher education
- Career day programs
- Parent volunteer recognition program
- Teaming with the Cooperative Extension, YMCA, Key Club, Kiwanis, Rotary, Lions, etc.
- Boy Scout and Girl Scout programs and recognition
- Fire department
- Family night programs
- Class parent and support programs
- Social worker outreach programs
- School health services
- Mental health resource connections
- Drug abuse prevention programs
- School health fairs
- School newsletter articles
- School website information
- Hispanic History Month
- Black History Month
- Women's History Month
- Veterans Month
- September 11 Heroes Day
- Presidents Day
- Thanksgiving and other culturally relevant civic celebrations
- Recognition and celebration of important cultural events of all stakeholders

Council of Administrators and Supervisors (CAS)

**Mutually Agreed Upon Administrative Artifacts / Evidence that may be Submitted in Support of the
Portfolio and/or End of the Year Evaluation**

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Examples of Evidence / Artifacts:

- Adherence to school conduct and discipline policy
- Attendance policy
- Student handbook policy and procedures
- Teacher handbook policy and procedures
- Interscholastic academic eligibility policy
- Child abuse and maltreatment prevention
- Bullying prevention programs
- Suicide prevention programs
- Sexual harassment prevention and reporting programs
- Timely notification of sex offenders
- Student recognition programs
- Character education recognition
- Academic awards
- Athletic awards
- Programs promoting tolerance and acceptance of all
- Character education assemblies and ongoing motivational programs
- Recognition and celebration of diversity
- Balanced team and/or class construction
- Multi-lingual school to parent communication
- Recognition and celebration of important cultural events of all stakeholders
- Public recognition of diversity in newsletters and websites
- Adherence to board of education policies

Council of Administrators and Supervisors (CAS)

**Mutually Agreed Upon Administrative Artifacts / Evidence that may be Submitted in Support of the
Portfolio and/or End of the Year Evaluation**

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Examples of Evidence / Artifacts:

- Guide staff disaggregating data
- Log community resources
- Work with local civic organizations
- District curriculum committee
- Staff development surveys
- Community and student surveys
- Demographic and academic data collection and review
- Superintendent's administrative council
- Ad hoc committee participation
- Implement new Commissioner's regulations and guidelines
- Attend district budget planning sessions

APPENDIX F

Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in the Principal's performance and outlines a plan of action to address these concern. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. The PIP must be in place no later than 10 school days following the start of the student instructional year. Prior to its implementation the PIP will be signed and dated by all parties. The area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric. The attached forms will be used during the PIP plan.

A PIP shall be designed by the principal and the Assistant Superintendent for Instruction in collaboration with the president of the *Association* or his/her designee. The principal and Assistant Superintendent for Instruction shall endeavor to reach consensus on the issues to be addressed by the PIP. (The association president will be notified when the district notifies the principal of an ineffective or developing rating.)

A statement of differentiated activities to support improvement shall be developed by the Assistant Superintendent for Instruction after consultation with the Principal on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. To the extent the District requires the Principal undertake, as part of a Principal Improvement Plan, an activity which has a cost, such as a workshop or conference, the District will pay the cost.

The Assistant Superintendent for Instruction shall meet during the PIP term with the Building Principal on the PIP to discuss and assess the building principal's progress and provide feedback to the principal regarding his/her progress on the PIP. If at any time, the Assistant Superintendent for Instruction believes that the goals have been met by the principal he/she shall sign a written acknowledgement of attainment. Specific timelines for meeting the goals set forth in the PIP shall be detailed in the PIP.

In addition the above meetings with the Assistant Superintendent for Instruction the building principal shall meet with the Assistant Superintendent for Instruction periodically throughout the school year in order to discuss and assess the building principal's progress on the PIP and to be provided feedback regarding his/her progress on the PIP.

If at the end of the year in which a PIP is in place, the PIP goals are met or the administrator is rated "effective" or "highly effective" the PIP will terminate.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Assistant Superintendent for Instruction in collaboration with the Association adhering to the requirements contained herein with any additional measures in that subsequent school year the following the guidelines below.

The Principal Improvement Plan set forth herein will be used only for principals rated ineffective or developing in the 2012-13 school years and its use shall sunset for all evaluations completed after the 2012-13 school years. The parties agree to begin to renegotiate all aspects of the PIP no later than February 1, 2013.

Any PIP plan created for the 2012-13 school year must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP**: Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. **RESPONSIBILITIES**: Identify steps to be taken by Assistant Superintendent for Instruction and the principal throughout the Plan. Examples: school visits by the Assistant Superintendent for Instruction; supervisory conferences between the principal and Assistant Superintendent for Instruction; written reports and/or evaluations, etc.
- IV. **RESOURCES/ACTIVITIES**: Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE**: Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Student Performance and/or Engagement
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED RESOURCES/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, workshop to be used to support the PIP
3. Identify the instrument or rubrics used to monitor progress
4. Danielson video or online PD (*Educational Impact or ASCD*)

IV. EVIDENCE OF ACHIEVEMENT

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Identify dates for school visitations consistent with APPR Plan
2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

**Assistant Superintendent
 for Instruction**

Date

Principal

Date

PRINCIPAL IMPROVEMENT PLAN

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
VISION OF LEARNING			
SCHOOL CULTURE; INSTRUCTIONAL PROGRAM			
LEARNING ENVIRONMENT			
COMMUNITY RELATIONS			
INTEGRITY, FAIRNESS, ETHICS			
CIVIL COURTESY			

COLLABORATION			
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ate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____ Date _____
 Assistant Supt. Signature _____ Date _____

**PRINCIPAL IMPROVEMENT PLAN
 PROGRESS RECORD FORM**

	Summary of meeting (Assist Supt)	SIGN-OFF BY BOTH PARTIES
Meeting #1 Date _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____
Meeting #5 Date _____		_____ _____

eting #6 e _____		_____ _____ _____
eting #7 e _____		_____ _____ _____

CAS Sample

APPENDIX G
APPEAL PROCESS

- A. Any principal who receives an ineffective or developing rating on their annual total composite APPR evaluation score, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification.

- B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Any issues not raised in the appeal are waived and there may only be one (1) appeal per evaluation.

- C. An appeal of an APPR evaluation must be commenced within ten (10) school days of the presentation of the final document to the principal, or else the right to appeal shall be deemed waived in all regards.

- D. The Superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The Superintendent shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision, and such other information as the Superintendent determines to be appropriate. Such decision shall be made within fifteen business days of the receipt of the appeal and shall be considered final and binding. The Superintendent's decision shall not be subject to grievance, arbitration or claim of any kind.

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

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

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

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

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

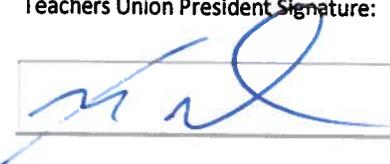
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

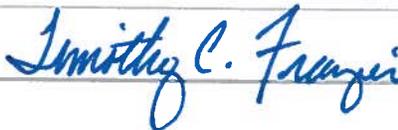
Superintendent Signature: Date:

 10/22/12

Teachers Union President Signature: Date:

 10/22/12

Administrative Union President Signature: Date:

 10/22/12

Board of Education President Signature: Date:

 10/22/12