



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

Commissioner of Education
President of the University of the State of New York
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December 5, 2012

Thomas Palmer, Superintendent
Tri-Valley Central School District
34 Moore Hill Road
Grahamsville, NY 12740

Dear Superintendent Palmer:

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: Lawrence Thomas

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 Friday, July 27, 2012

Updated Friday, October 26, 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 :

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

591-201-04-0000

1.2) School District Name:

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

Tri-Valley CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, August 06, 2012

Updated Monday, November 05, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	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	Student Learning Objectives will be utilized to determine teacher scores for this portion of the APPR. Pre-tests will be
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	administered to students to establish a baseline. In grades K-2, teachers and principal will set growth targets based on an analysis of student baseline data compared to established Measures of Academic Progress (Primary Grades, ELA) growth norms. Grade 3 targets will be set by the principal and grade level team based on the grade 3 ELA assesment. HEDI points will be allocated to each teacher based on the percentage of students that meet the established growth targets according to the uploaded HEDI chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85-100% of students achieve their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 75-84% of students achieve their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 65-74% of students achieve their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 0-64% of students achieve their target.

2.3) Grades K-3 Math

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

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

	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.	Student Learning Objectives will be utilized to determine teacher scores for this portion of the APPR. Pre-tests will be administered to students to establish a baseline. In grades K-2, teachers and principal will set growth targets based on an analysis of the baseline data compared to established Measures of Academic Progress (Primary Grades, Math) growth norms. Grade 3 targets will be set the principal and grade level team based on the grade 3 Math assessment. HEDI points will be allocated to each teacher based on the percentage of students that meet the established growth targets according to the uploaded HEDI chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85-100% of students achieve their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 75-84% of students achieve their target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 65-74% of students achieve their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 0-64% of students achieve their target.

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	PNW BOCES developed Gr. 6 Science assessment
7	District, regional or BOCES-developed assessment	SCBOCES developed Gr. 7 Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student Learning Objectives will be utilized to determine teacher scores for this portion of the APPR. Pre-tests will be administered to students to establish a baseline. Teachers, with the Principal, will set growth targets based on an analysis of the student baseline data for each course. HEDI points will be allocated to each teacher based on the percentage of students that meet the established growth targets according to the uploaded HEDI chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85-100% of students achieve their target..
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 75-84% of students achieve their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 65-74% of students achieve their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 0-64% of students achieve their target.

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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	SCBOCES developed Gr. 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	SCBOCES developed Gr. 8 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student Learning Objectives will be utilized to determine teacher scores for this portion of the APPR. Pre-tests will be administered to students to establish a baseline. Teachers, with the Principal, will set growth targets based on an analysis of the baseline data for each course. HEDI points will be allocated to each teacher based on the percentage of students that meet the established growth targets according to the uploaded HEDI chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85-100% of students achieve their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 75-84% of students achieve their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 65-74% of students achieve their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0-64% of students achieve their target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Tri-Valley CSD developed Global I assessment
	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student Learning Objectives will be utilized to determine teacher scores for this portion of the APPR. Pre-tests will be administered to students to establish a baseline. Teachers, with the Principal, will set growth targets based on an analysis of the baseline data for each course. HEDI points will be allocated to each teacher based on the percentage of students that meet the established growth targets according to the uploaded HEDI chart.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85-100% of students achieve their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 75-84% of students achieve their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 65-74% of students achieve their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0-64% of students achieve their target.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student Learning Objectives will be utilized to determine teacher scores for this portion of the APPR. Pre-tests will be administered to students to establish a baseline. Teachers, with the Principal, will set growth targets based on an analysis of the baseline data for each course. HEDI points will be allocated to each teacher based on the percentage of students that meet the established growth targets according to the uploaded HEDI chart.
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Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 75-84% of students achieve their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 65-74% of students achieve their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0-64% of students achieve their target.

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.	Student Learning Objectives will be utilized to determine teacher scores for this portion of the APPR. Pre-tests will be administered to students to establish a baseline. Teachers, with the Principal, will set growth targets based on an analysis of the baseline data for each course. HEDI points will be allocated to each teacher based on the percentage of students that meet the established growth targets according to the uploaded HEDI chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85-100% of students achieve their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 75-84% of students achieve their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 65-74% of students achieve their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0-64% of students achieve their target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	T-V District developed- Gr. 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	T-V District developed - Gr. 10 Assessment
Grade 11 ELA	Regents assessment	Comprehensive English

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student Learning Objectives will be utilized to determine teacher scores for this portion of the APPR. Pre-tests will be administered to students to establish a baseline. Teachers, with the Principal, will set growth targets based on an analysis of the baseline data for each course. HEDI points will be allocated to each teacher based on the percentage of students that meet the established growth targets according to the uploaded HEDI chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85-100% of students achieve their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 75-84% of students achieve their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 65-74% of students achieve their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0-64% of students achieve their target.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Spanish 4CC	District, Regional or BOCES-developed	Tri-Valley District developed Spanish 4CC assessment
Spanish 1	District, Regional or BOCES-developed	SC BOCES developed Spanish 1 assessment
HS Band	District, Regional or BOCES-developed	SC BOCES regionally developed Band assessment
Driver's Ed	District, Regional or BOCES-developed	Tri-Valley District developed Driver's Ed. assessment
Design Draw for Production	District, Regional or BOCES-developed	Tri-Valley District developed Design Drawing for Production assessment
English 12	District, Regional or BOCES-developed	Tri-Valley District developed English 12 assessment
Economics	District, Regional or BOCES-developed	Tri-Valley District developed Economics assessment
American Government	District, Regional or BOCES-developed	Tri-Valley District developed American Government assessment
Studio Art	District, Regional or BOCES-developed	SCBOCES regionally developed assessment
Chorus	District, Regional or BOCES-developed	SC BOCES regionally developed Chorus assessment
Career Financial Management	District, Regional or BOCES-developed	Tri-Valley District developed Career Financial Management assessment
Theater Technology	District, Regional or BOCES-developed	Tri-Valley District developed Theater Technology assessment
Advanced Woodworking	District, Regional or BOCES-developed	Tri-Valley District developed Advanced Woodworking assessment

Spanish 7	District, Regional or BOCES-developed	Tri-Valley District developed Spanish 7 assessment
PE 7-12	District, Regional or BOCES-developed	Tri-Valley District developed PE assessment
Librarians	District, Regional or BOCES-developed	SC BOCES, regionally developed assessment
ES Music	District, Regional or BOCES-developed	SC BOCES regionally developed Music assessment
Health	District, Regional or BOCES-developed	OU BOCES/NYSERDA regionally developed Health assessment
All other courses	District, Regional or BOCES-developed	District develop course specific assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student Learning Objectives will be utilized to determine teacher scores all courses listed in this section including all other courses. Pre-tests will be administered to students to establish a baseline. Teachers, with the Principal, will set growth targets based on an analysis of the baseline data for each course. HEDI points will be allocated to each teacher based on the percentage of students that meet the established growth targets according to the uploaded HEDI chart. Any teacher that has needing multiple courses as part of for their APPR will receive a weighted, combined growth score
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85-100% of students achieve their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 75-84% of students achieve their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 65-74% of students achieve their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0-64% of students achieve their target.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/159226-TXEttx9bQW/12.11.05Teacher CompositeFINAL.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.

Teachers who have student rosters which are comprised of more than 30% students with disabilities will have one point added to their teacher effectiveness scores.

Teachers who have student rosters which are comprised of more than 50% students with disabilities will have two points added to their teacher effectiveness scores.

Tri-Valley teachers are assigned classes/rosters by building administration. General Education and Special Education teachers rotate through through general ed, inclusion and special class assignment as IEP requirements demand and as allowed by certification. The District uses this process to ensure a level playing field for all students.

This District process does not allow any teacher to negatively impact student achievement thus mitigating the potential for this allowance to be a problematic incentive.

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/rtt/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)

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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	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress(ELA)

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

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

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.	TVCS D will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA 4-8 TVCS D's analyses will be conducted by the Value Added Research Center on NWEAs Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made of of volunteer district from across the state. These decisions are are assessing growth but with a different calculation than in the growth sub component.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1.

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	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>TVCS D will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA 4-8 TVCS D's analyses will be conducted by the Value Added Research Center on NWEAs Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made of of volunteer district from across the state. These decisions are are assessing growth but with a different calculation than in the growth sub component.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers receiving this designation will have growth scores greater than 0.9.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers receiving this designation will have growth scores less than or equal to -2.1.</p>

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/5139/159221-rhJdBgDruP/12.10.15Teacher Composite.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The Value Added Research Center at the University of Wisconsin will use a statistical model to calculate a class average growth score based on Measures of Academic Progress. Based on overall student growth, an effectiveness rating will be assigned. To assign teachers to HEDI categories, the model assumes a teacher effects centered on 13. The following cut points will be used to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average. Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Highly Effective, the distribution is further divided to determine specific points as follows: 20 points: $GS > 1.3$ 19 points: $1.1 < GS < 1.3$ 18 points: $0.9 < GS < 1.1$</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Effective, the distribution is further divided to determine specific points as follows: 17 points: $0.5 < GS < 0.9$ 16 points: $0.1 < GS < 0.5$ 15 points: $-0.1 < GS < 0.1$ 14 points: $-0.3 < GS < -0.1$ 13 points: $-0.5 < GS < -0.3$ 12 points: $-0.6 < GS < -0.5$ 11 points: $-0.7 < GS < -0.6$ 10 points: $-0.8 < GS < -0.7$ 9 points: $-0.9 < GS < -0.8$</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Developing, the distribution is further divided to determine specific points as follows: 8 points: $-1.1 < GS < -0.9$ 7 points: $-1.3 < GS < -1.1$ 6 points: $-1.5 < GS < -1.3$ 5 points: $-1.7 < GS < -1.5$ 4 points: $-1.9 < GS < -1.7$ 3 points: $-2.1 < GS < -1.9$</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Within the category of Ineffective, the distribution is further divided to determine specific points as follows: 2points: $-2.3 < GS < -2.1$</p>

1 point: $-2.5 < GS < -2.3$

0 points: $GS < -2.5$

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	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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 Value Added Research Center at the University of Wisconsin will use a statistical model to calculate a class average growth score based on Measures of Academic Progress. Based on overall student growth, an effectiveness rating will be assigned. To assign teachers to HEDI categories, the model assumes a teacher effects centered on 13. The following cut points will be used to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average. Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, the distribution is further divided to determine specific points as follows: 20 points: $GS > 1.3$ 19 points: $1.1 < GS < 1.3$ 18 points: $0.9 < GS < 1.1$
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, the distribution is further divided to determine specific points as follows: 17 points: $0.5 < GS < 0.9$ 16 points: $0.1 < GS < 0.5$ 15 points: $-0.1 < GS < 0.1$

14 points: $-0.3 <GS <-0.1$
 13 points: $-0.5 <GS <-0.3$
 12 points: $-0.6 <GS <-0.5$
 11 points: $-0.7 <GS <-0.6$
 10 points: $-0.8 <GS <-0.7$
 9 points: $-0.9 <GS <-0.8$

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

Within the category of Developing, the distribution is further divided to determine specific points as follows:
 8 points: $-1.1 <GS <-0.9$
 7 points: $-1.3 <GS <-1.1$
 6 points: $-1.5 <GS <-1.3$
 5 points: $-1.7 <GS <-1.5$
 4 points: $-1.9 <GS <-1.7$
 3 points: $-2.1 <GS <-1.9$

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

Within the category of Ineffective, the distribution is further divided to determine specific points as follows:
 2points: $-2.3 <GS <-2.1$
 1 point: $-2.5 <GS <-2.3$
 0 points: $GS <-2.5$

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES—developed assessments	PNW BOCES developed Gr. 6 Science assessment
7	5) District, regional, or BOCES—developed assessments	SC BOCES developed Gr. 7 Science assessment
8	7) Student Learning Objectives	NYS - Gr. 8 Science assessment

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.

In courses where District, Regional or BOCES developed assessments are used, HEDI scores will be based on the percentage of students that meet or exceed the proficiency benchmark of 65%. If NYS assessments scored on a 1-4 rubric scale are used, the HEDI score will be based on the percentage of students that meet or exceed the benchmark of Level 3. A HEDI (0-20) score will be determined using the uploaded conversion chart in task 3.13

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

See uploaded attachment in task 3.13

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

See uploaded attachment in task 3.13

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13

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	Not applicable	N/A
7	7) Student Learning Objectives	Sullivan Co. BOCES regionally developed - Gr. 7 Social Studies
8	7) Student Learning Objectives	Sullivan Co. BOCES regionally developed - Gr. 8 Social Studies

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers' HEDI scores will be based on the percentage of students that meet or exceed the proficiency benchmark of 65%. A HEDI (0-20) score will be determined using the uploaded conversion chart in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13

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	Tri-Valley developed Gr. 9 Global I assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global History and Geography Regents
American History	3) Teacher specific achievement or growth score computed locally	NYS US History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers' HEDI scores will be based on the percentage of students that meet or exceed the proficiency benchmark of 65%. A HEDI (0-20) score will be determined using the uploaded conversion chart in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13

3.9) High School Science

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

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

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

Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers' HEDI scores will be based on the percentage of students that meet or exceed the proficiency benchmark of 65%. A HEDI (0-20) score will be determined using the uploaded conversion chart in task 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13

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

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers' HEDI scores will be based on the percentage of students that meet or exceed the proficiency benchmark of 65%. A HEDI (0-20) score will be determined using the uploaded conversion chart in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13

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	Tri-Valley developed Gr. 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Tri-Valley developed Gr. 10 ELA assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Teachers' HEDI scores will be based on the percentage of students that meet or exceed the proficiency benchmark
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	of 65%. A HEDI (0-20) score will be determined using the uploaded conversion chart in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical Education	5) District/regional/BOCES—developed	Tri-Valley District developed PE assessment
FCS	5) District/regional/BOCES—developed	FCS regionally developed course specific FCS assessment
Music	5) District/regional/BOCES—developed	Sullivan BOCES developed course specific Music assessment
Art	5) District/regional/BOCES—developed	Sullivan BOCES regionally developed course specific art assessment
Health	5) District/regional/BOCES—developed	Sullivan BOCES and NYSERDA developed course specific Health assessment
English 12	5) District/regional/BOCES—developed	Tri-Valley District developed English assessment
Economics	5) District/regional/BOCES—developed	Tri-Valley District developed Economics assessments
Spanish 4CC	5) District/regional/BOCES—developed	Tri-Valley District developed Spanish II, III, IV, V assessments
Tech	5) District/regional/BOCES—developed	Tri-Valley District developed Tech assessment
American Government	5) District/regional/BOCES—developed	Tri-Valley District developed American Gov't assessment

Spanish I	5) District/regional/BOCES—developed	SC BOCES regionally developed Spanish 1 Exam
Theater Technology	5) District/regional/BOCES—developed	Tri-Valley District developed Theatre Tech assesment
Design Draw for Production	5) District/regional/BOCES—developed	Tri-Valley District developed D D assessments
HS Band	5) District/regional/BOCES—developed	Sullivan BOCES regionally developed course specific assessment
Driver's Ed	5) District/regional/BOCES—developed	Tri-Valley developed Driver's Ed assessment
Studio Art	5) District/regional/BOCES—developed	SC BOCES regionall developed Studio Art assessnent
Chorus	5) District/regional/BOCES—developed	Sullivan BOCES regionally developed course specific assessment
Career Financial Management	5) District/regional/BOCES—developed	Tri-Valley District developed CFM assesment
All other course	5) District/regional/BOCES—developed	Tri-Valley developed course specific assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers' HEDI scores will be based on the percentage of students that meet or exceed the proficiency benchmark of 65%. A HEDI (0-20) score will be determined using the uploaded conversion chart in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	See uploaded attachment in task 3.13

for grade/subject.

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/5139/159221-y92vNseFa4/12.11.05Teacher CompositeFINAL.docx

3.14) Locally Developed Controls

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

None

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

(No response)

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, August 06, 2012

Updated Monday, November 05, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Marshall's Teacher Evaluation Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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 Marshall Teacher Practice Rubric includes clear, rigorous domain rubrics for the multiple elements that comprise teacher practice. The six domains of the Marshall Teacher Evaluation Rubric were evaluated and weighted by the District APPR committee. Points were calculated to insure that each of the 60 points is available to every teacher.

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers achieving a score of 3.6-4.0 based on the Marshall Rubric domains.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers achieving a score of 2.5-3.59 based on the Marshall Rubric domains.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers achieving a score of 1.5-2.49 based on the Marshall Rubric domains.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers achieving a score of 1.0-1.49 based on the Marshall Rubric domains.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	4
4.6) Observations of Probationary Teachers Enter Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	0
4.7) Observations of Tenured Teachers Informal/Short	6
4.7) Observations of Tenured Teachers Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- Not Applicable
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Friday, August 10, 2012

Updated Monday, November 05, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, August 21, 2012

Updated Wednesday, October 17, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/165433-Df0w3Xx5v6/12.9.1TIP.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:

Appeals Procedure for the Annual Professional Performance Review

1. Appeals of annual professional reviews will be limited to the following situations:

- a. A teacher completing the first year of a three-year probationary appointment may appeal only an ineffective APPR composite rating
- b. Any other teacher may appeal an ineffective APPR composite rating

- c. A teacher may appeal two consecutive developing APPR composite ratings that will result in 3020-A proceedings.*
 - d. Any teacher may appeal an improvement plan if and only if the plan were generated as a result of an ineffective or developing composite rating*
- 2. In accordance with the law and regulations, a teacher may only appeal the following in conjunction with his/her APPR:*
 - a. The substance of the individual's annual professional performance review*
 - b. The district's adherence to the standards and methodologies required for such reviews*
 - c. The district's adherence to the regulations and compliance with any locally negotiated procedures, as well as the District's issuance and/or implementation of the terms of the Teacher Improvement Plan (TIP)*
- 3. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed may be waived. An appeal must state the nature of the remedy or relief sought.*
 - 4. In an appeal, the teacher has the burden of demonstrating by a preponderance of the evidence a clear legal right to the relief requested and the burden of establishing the facts upon which relief is sought.*
 - 5. All appeals must be submitted in writing to the Superintendent no later than 10 school days from the date when the teacher receives his/her annual professional review. If a teacher is challenging the issuance of a TIP, appeals must be filed no later than 10 business days of issuance of such plan. The failure to file an appeal within these timeframes shall constitute a waiver of the right to appeal and the appeal shall be abandoned.*
 - 6. When filing an appeal, the teacher must submit a detailed, written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan, and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information submitted after the time the appeal is filed must be support and be germane to the grounds of the appeal.*
 - 7. Within 10 business days of the receipt of the appeal of the above performance review, it will be submitted to a panel consisting of 2 teacher representatives appointed by the Association and 2 administrative representatives appointed by the Superintendent. The panel will be provided the entire appeals record. However, any information identifying the appellant or the appellant's evaluator will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure. The panel reserves the right to request an interview with the appellant to gather further information, clarification, or explanation. The appellant may choose to forgo this interview without prejudice regarding the merits of the appeal.*
 - 8. A written decision of the panel's findings on the merits of the appeal shall be rendered no later than 30 business days from the date upon which the teacher filed his/her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the panel's response, if any, to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final except as provided for in paragraph 9 below.*
 - 9. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the teacher's appeal.*
 - a. If the appeal is sustained, the panel may set aside a rating, modify a rating, or order a new evaluation based on the panel's recommendation. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.*
 - b. In the event that a teacher receives and unsuccessfully appeals two consecutive "ineffective" ratings, he/she may appeal the determination of the second consecutive "ineffective" rating to the superintendent within 10 business days of receiving the decision. The appeal shall be conducted by the superintendent who shall render a decision within 10 business days receiving the appeal. The sole issue before the superintendent shall be whether or not the second "ineffective" rating accurately reflected the teacher's performance during the period it covered.*
 - 10. This appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher's performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or teacher improvement plan, except otherwise authorized by law. All steps and the resolution of the appeal will occur in a timely and expeditious manner.*
 - 11. Nothing herein shall limit the right of a non-tenured teacher to exercise his/her right pursuant to Education Law 3031 and bring a grievance charging procedural violation of the provisions of the collective bargaining agreement and APPR procedures.*
 - 12. In the event that the APPR is repealed, the parties agree to reopen the contract for the limited purpose of negotiating an alternative procedure.*

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.

To qualify for certification as a lead evaluator or evaluator, the individuals must successfully complete a professional development courses that meet the requirements prescribed below. The courses include professional development workshops which vary in length dependent upon the topic. All workshops are provided by qualified professional developers from Sullivan County and Orange/Ulster BOCES Network Teams, The Council of School Superintendents (LEAF), New York State School Boards, District staff who complete the necessary instruction to become “turn-key” trainers, or other qualified trainers or on-line courses provided by one of the aforementioned professional developers and/or review of the resources from EngageNY facilitated by a district or BOCES administrator or professional development specialist. Ongoing training will occur throughout the school year with the total training time commensurate with SED expectations. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.

The series of workshops which constitutes the course needed for initial certification includes the following elements:

- 1. The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards,*
- 2. Evidence-based observation techniques that are grounded in research provided during ,*
- 3. Application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of the Commissioner’s Regulation, Subpart,*
- 4. Application and use of the State-approved teacher or principal rubric(s) selected by the district 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 the assessment tools that the district utilizes to evaluate classroom teachers or building principals, including but not limited t student, parent, teacher and/or community surveys; mini-observations; walk-thrus; professional growth goals and reflections.*
- 6. Application and use of any State-approved locally selected measures of student achievement used by the district to evaluate teachers and principals,*
- 7. Use of the Statewide Instructional Reporting System,*
- 8. The scoring methodology utilized by the Department and/or the district to evaluate a teacher or principal, 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, and*
- 10. Inter-rater reliability such as data analysis to detect disparities on the part of one or more evaluators, periodic comparisons of a lead evaluator’s assessment with another evaluator’s assessment of the same classroom teacher or building principal, in addition to annual calibration sessions across evaluators. This will be completed on an annual basis at the annual summer retreat and multiple times in classrooms during the first two months of school.*

Evaluators and lead evaluators who complete the series of inservice education workshops, seminars, or on-line courses must provide evidence of attendance and successful completion in order to be certified by the superintendent of schools and approved by the Board of Education. This professional development will consist of the aforementioned components and is subject to change as may be determined by new information shared with the districts from the Department.

Formal Certification and Recertification activities as will take place during the Summer Administrative Team Retreat, and Fall and Spring Administrative Team Meetings. The superintendent will provide evidence of recertification and/or certification activities, depending on the administrator to the Board of Education each September for approval via BOE resolution.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, August 24, 2012

Updated Wednesday, October 17, 2012

Page 1

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

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

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

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

K-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not applicable		

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Friday, August 10, 2012

Updated Friday, October 26, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(a) achievement on State assessments	NYS Gr. 4-6 ELA, Math assessments
7-12	(a) achievement on State assessments	NYS Gr. 7-8 ELA, Math Assessments

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Consultations between the Superintendent and each principal resulted in achievement targets based on an analysis of the student baseline data for grade(s). HEDI points will be allocated to each principal based on the percentage of students that meet the established achievement targets according to HEDI distribution found below and in uploaded charts.</p> <p>K-6 Principal – Target %s will be set for students achieving proficiency (Level 3) on Gr. 4-6 ELA Math assessment. A weighted average based on the number of students in each assessment will be calculated to determine principal's effectiveness rating.</p> <p>7-12 Principal – Measure 1: An average of Gr. 7 + 8 students' Measures of Academic Progress Value Added scores on ELA and Math assessment will be used (growth). Measure 2: Target %s will be set for students' achieving proficiency (Level 3) on NYS Gr. 7 + 8 ELA and Math. A weighted average based on the number of students in both will be calculated to determine principal's effectiveness rating.</p>
--	--

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 principal: Gr. 4-6 NYSTP ELA Math will meet target equal to or greater than 66% of students achieving proficiency (Level 3). 7-12 principal: Gr. 7+8 NYSTP ELA Math - will meet target equal to or greater than 66% students achieving proficiency (Level 3).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 principal: Gr. 4-6 ELA Math will meet target between 55%-65% of students achieving proficiency (Level 3). 7-12 principal: Gr. 7+8 NYSTP ELA Math will meet target between 55%-65% of students achieving proficiency (Level 3).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 principal: Gr. 4-6 ELA Math will meet target between 45-54% of students achieve proficiency (Level 3). 7-12 principal: Gr. 7 8 NYSTP ELA and Math will meet target between 45-54% percent of students achieving proficiency (Level 3).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 principal: Gr. 4-6 ELA Math - less than 45% of students achieving proficiency (Level 3) 7-12 principal: Gr. 7 8 ELA and Math - less than 45% of students achieving proficiency (Level 3)

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/5366/161616-qBFVOWF7fC/12.10.15Principal Composite Docx.docx>

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

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

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

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

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

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

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

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.	NA
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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 students are included in targets.

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Wednesday, August 29, 2012

Updated Tuesday, December 04, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation 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.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(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.

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

- A. Marshall Principal Practice Rubric shall be used as the principal practice rubric*
B. The principal practice rubric will be assigned 60 points of the total sixty point for Other Measures
C. The following weights shall be allocated to the domains/standards in the rubric as follows:
 ~Domain 1 - Diagnosis and Planning - 15 pts.
 ~Domain 2 - Priority Management and Communication - 5 pts.
 ~Domain 3 - Curriculum and Data - 15 pts.
 ~Domain 4 - Supervision, Evaluation and Professional Development - 15 pts.
 ~Domain 5 - Discipline and Family Involvement - 5 pts.
 ~Domain 6 - Management and External Relations - 5 pts.
See attached chart for points assigned in each domain.

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/5143/169954-pMADJ4gk6R/12.10.15Principal Composite Docx.docx

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

Highly Effective: Overall performance and results exceed standards.	Principal achieves 44.2 or more of the possible points on the principal practice rubric, well above district expectations.
Effective: Overall performance and results meet standards.	Principal achieves between 25.4-44.1 of the possible points on the principal practice rubric, meeting district expectations
Developing: Overall performance and results need improvement in order to meet standards.	Principal achieves between 16.6-25.3 of the possible points on the principal practice rubric, performing below district expectations
Ineffective: Overall performance and results do not meet standards.	Principal achieves between 0-16.5 of the possible points on the principal practice rubric, performing well below district expectations.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	54-58
Developing	50-53
Ineffective	0-49

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, August 30, 2012

Updated Saturday, September 01, 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	50-53
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, August 24, 2012
Updated Friday, October 26, 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/5276/167169-Df0w3Xx5v6/12.9.1Principal PIP.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:

Appeals Procedure for the Annual Professional Performance Review - Principals

1. Appeals of annual professional reviews will be limited to the following situations:

- a. Any principal may appeal an ineffective APPR composite rating
- b. A principal may appeal two consecutive developing APPR composite ratings that will result in 3020-A proceedings.
- c. Any principal may appeal an improvement plan if and only if the plan were generated as a result of an ineffective or developing composite rating

2. In accordance with the law and regulations, a principal may only appeal the following in conjunction with his/her APPR:
 - a. The substance of the individual's annual professional performance review
 - b. The district's adherence to the standards and methodologies required for such reviews
 - c. The district's adherence to the regulations and compliance with the District's issuance and/or implementation of the terms of the Principal Improvement Plan (PIP)
3. A principal may not file multiple appeals regarding the same performance review or PIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed may be waived. An appeal must state the nature of the remedy or relief sought.
4. In an appeal, the principal has the burden of demonstrating by a preponderance of the evidence a clear legal right to the relief requested and the burden of establishing the facts upon which relief is sought.
5. All appeals must be submitted in writing to the Superintendent no later than 10 school days from the date when the principal receives his/her annual professional review. If a principal is challenging the issuance of a PIP, appeals must be filed no later than 10 school days of issuance of such plan. The failure to file an appeal within these timeframes shall constitute a waiver of the right to appeal and the appeal shall be abandoned.
6. When filing an appeal, the principal must submit a detailed, written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan, and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information submitted after the time the appeal is filed must be support and be germane to the grounds of the appeal.
7. The Superintendent may meet with the appellant to gather further information, clarification, or explanation. The appellant may choose to forgo this interview without prejudice regarding the merits of the appeal.
8. A written decision of the Superintendent's findings on the merits of the appeal shall be rendered no later than 30 days from the date upon which the principal filed his/her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, if any, to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final except as provided for in paragraph 9 below.
9. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the Superintendent may set aside a rating, modify a rating, or order a new evaluation. A copy of the decision shall be provided to the principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.
10. This appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a principal's performance review and/or improvement plan. A principal may not resort to any other grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or principal improvement plan, except otherwise authorized by law. All steps and the resolution of the appeal will occur in a timely and expeditious manner.

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.

Lead evaluators and evaluators have completed training focused on the Marshall rubric, ISLLC standards and all other elements as described in the regulations.

Training was provided by professional development providers including but not limited to: Sullivan County BOCES; NYCOS; LEAF, Kim Marshall. Training that leads to increasing understanding of evaluation elements continues to be infused in regional Superintendent's Council Meetings, Principal's Meetings, regional trainings on components of the APPR system through the RTTT Network Team.

Inter-rater reliability is sustained through collaborative intra-District work as well as in training outlined above. The process of

ensuring inter-rater reliability is ongoing and will continue each year.

Annual certification of lead evaluators will occur in a September BOE meeting. The Board will approve the Lead Evaluator(s) of Principals based on evidence of compliance with State required professional development.

Components of Lead evaluator training include(d):

The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;

Evidence-based observation techniques that are grounded in research;

Application and use of the student growth percentile model and the value-added growth model;

Application and use of the principal rubric, including training on the effective application of such rubrics to observe a principal's practice;

Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its 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.;

Application and use of any locally selected measures of student achievement used by the district to evaluate principals;

Use of the Statewide Instructional Reporting System;

The scoring methodology including how scores are generated for each sub-component 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 principals' overall rating and their sub-component ratings;

Specific considerations in evaluating principals of English language learners, students in poverty, and students with disabilities.

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
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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
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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
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12. Joint Certification of APPR Plan

Created Monday, August 06, 2012

Updated Tuesday, December 04, 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/5581/159305-3Uqgn5g9Iu/12.12.5.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.

Tri-Valley Central School District

Conversion Charts for Assigning Points - Teachers

SLO/Local Targets (20 point chart)

Ineffective	Developing	Effective	Highly Effective
2 points: 50-64% met target 1 point: 43-49% met target 0 points: 42% or less met target	8 points: 73-74% met target 7 points: 71-72% met target 6 points: 69-70% met target 5 points: 67-68% met target 4 points: 66% met target 3 points: 65% met target	17 points: 83-84% met target 16 points: 82% met target 15 points: 81% met target 14 points: 80% met target 13 points: 79% met target 12 points: 78% met target 11 points: 77% met target 10 points: 76% met target 9 points: 75% met target	20 points: 96-100% met target 19 points: 91-95% met target 18 points: 85-90% met target

SLO/Local Targets (15 point chart)

Ineffective	Developing	Effective	Highly Effective
2 points: 50-64% 1 point: 43-49% met target 0 points: 42% or less met target	7 points: 72-74% met target 6 points: 70-71% met target 5 points: 68-69% met target 4 points: 66-67% met target 3 points: 65% met target	13 points: 83-84% met target 12 points: 80-82% met target 11 points: 78-79% met target 10 points: 87% met target 9 points: 76% met target 8 points: 75% met target	15 points: 92-100% met target 14 points: 85-91% met target

NWEA MAP Assessments VARC Conversion Charts – The following chart represents a value added score that will be generated by NWEA and result in a growth score (“GS”) + or – from 0 as an indicator of a year’s worth of growth.

20 point conversion chart

Ineffective	Developing	Effective	Highly Effective
2points: $-2.3 < GS \leq -2.1$ 1point: $-2.5 < GS \leq -2.3$ 0 points: $GS \leq -2.5$	8 points: $-1.1 < GS \leq -0.9$ 7 points: $-1.3 < GS \leq -1.1$ 6 points: $-1.5 < GS \leq -1.3$ 5 points: $-1.7 < GS \leq -1.5$ 4 points: $-1.9 < GS \leq -1.7$ 3 points: $-2.1 < GS \leq -1.9$	17 points: $0.5 < GS \leq 0.9$ 16 points: $0.1 < GS \leq 0.5$ 15 points: $-0.1 < GS \leq 0.1$ 14 points: $-0.3 < GS \leq -0.1$ 13 points: $-0.5 < GS \leq -0.3$ 12 points: $-0.6 < GS \leq -0.5$ 11 points: $-0.7 < GS \leq -0.6$ 10 points: $-0.8 < GS \leq -0.7$ 9 points: $-0.9 < GS \leq -0.8$	20 points: $GS > 1.3$ 19 points: $1.1 < GS \leq 1.3$ 18 points: $0.9 < GS \leq 1.1$

15 point conversion chart

Ineffective	Developing	Effective	Highly Effective
2points: $-2.3 < GS \leq -2.1$ 1point: $-2.5 < GS \leq -2.3$ 0 points: $GS \leq -2.5$	7 points: $-1.3 < GS \leq -0.9$ 6 points: $-1.5 < GS \leq -1.3$ 5 points: $-1.7 < GS \leq -1.5$ 4 points: $-1.9 < GS \leq -1.7$ 3 points: $-2.1 < GS \leq -1.9$	13 points: $0.5 < GS \leq 0.9$ 12 points: $0.1 < GS \leq 0.5$ 11 points: $-0.3 < GS \leq 0.1$ 10 points: $-0.6 < GS \leq -0.3$ 9 points: $-0.8 < GS \leq -0.6$ 8 points: $-0.9 < GS \leq -0.8$	15 points: $GS > 1.3$ 14 points: $0.9 < GS \leq 1.3$

Section – 4.5

Marshall Teacher Practice Rubric Weight Allocations

Domain	A	B	C	D	E	F
Name	Planning & Preparation for Learning	Classroom Management	Delivery of Instruction	Monitoring, Assessment, and Follow-Up	Family & Community Outreach	Professional Responsibilities
Weight	25%	17%	25%	17%	8%	8%
	Each domain will receive a score of 1-4 based on a holistic perspective of the evidence for that domain as outlined by K. Marshall.					

Conversion Co-Efficient Chart for Domains

	25%	17%	8%
4	1	.68	.32
3	.75	.51	.24
2	.5	.34	.16
1	.25	.17	.08

Marshall Teacher Practice Rubric – 60 pt. scale

Points	Value derived from Marshall Teacher Practice Rubric	HEDI Values
60	3.6-4.0	H – 60 points
59	3.0-3.59	E – 58-59 points
58	2.5-2.99	D – 50-57
57	2.4-2.49	I – 0-49 points
56	2.3-2.39	
55	2.2-2.29	
54	2.1-2.19	
53	2.0-2.09	
52	1.9-1.99	
51	1.7-1.89	
50	1.5-1.69	
0-49	1.0-1.49	

HEDI Rating - overall effectiveness

HEDI Rating	HEDI Range
Highly Effective	91-100
Effective	75-90
Developing	65-74

Ineffective	0-64
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Tri-Valley Central School District

Conversion Charts for Assigning Points - Teachers

SLO/Local Targets (20 point chart)

Ineffective	Developing	Effective	Highly Effective
2 points: 50-64% met target 1 point: 43-49% met target 0 points: 42% or less met target	8 points: 73-74% met target 7 points: 71-72% met target 6 points: 69-70% met target 5 points: 67-68% met target 4 points: 66% met target 3 points: 65% met target	17 points: 83-84% met target 16 points: 82% met target 15 points: 81% met target 14 points: 80% met target 13 points: 79% met target 12 points: 78% met target 11 points: 77% met target 10 points: 76% met target 9 points: 75% met target	20 points: 96-100% met target 19 points: 91-95% met target 18 points: 85-90% met target

SLO/Local Targets (15 point chart)

Ineffective	Developing	Effective	Highly Effective
2 points: 50-64% 1 point: 43-49% met target 0 points: 42% or less met target	7 points: 72-74% met target 6 points: 70-71% met target 5 points: 68-69% met target 4 points: 66-67% met target 3 points: 65% met target	13 points: 83-84% met target 12 points: 80-82% met target 11 points: 78-79% met target 10 points: 87% met target 9 points: 76% met target 8 points: 75% met target	15 points: 92-100% met target 14 points: 85-91% met target

NWEA MAP Assessments VARC Conversion Charts – The following chart represents a value added score that will be generated by NWEA and result in a growth score (“GS”) + or – from 0 as an indicator of a year’s worth of growth.

20 point conversion chart

Ineffective	Developing	Effective	Highly Effective
2points: $-2.3 < GS \leq -2.1$ 1point: $-2.5 < GS \leq -2.3$ 0 points: $GS \leq -2.5$	8 points: $-1.1 < GS \leq -0.9$ 7 points: $-1.3 < GS \leq -1.1$ 6 points: $-1.5 < GS \leq -1.3$ 5 points: $-1.7 < GS \leq -1.5$ 4 points: $-1.9 < GS \leq -1.7$ 3 points: $-2.1 < GS \leq -1.9$	17 points: $0.5 < GS \leq 0.9$ 16 points: $0.1 < GS \leq 0.5$ 15 points: $-0.1 < GS \leq 0.1$ 14 points: $-0.3 < GS \leq -0.1$ 13 points: $-0.5 < GS \leq -0.3$ 12 points: $-0.6 < GS \leq -0.5$ 11 points: $-0.7 < GS \leq -0.6$ 10 points: $-0.8 < GS \leq -0.7$ 9 points: $-0.9 < GS \leq -0.8$	20 points: $GS > 1.3$ 19 points: $1.1 < GS \leq 1.3$ 18 points: $0.9 < GS \leq 1.1$

15 point conversion chart

Ineffective	Developing	Effective	Highly Effective
2points: $-2.3 < GS \leq -2.1$ 1point: $-2.5 < GS \leq -2.3$ 0 points: $GS \leq -2.5$	7 points: $-1.3 < GS \leq -0.9$ 6 points: $-1.5 < GS \leq -1.3$ 5 points: $-1.7 < GS \leq -1.5$ 4 points: $-1.9 < GS \leq -1.7$ 3 points: $-2.1 < GS \leq -1.9$	13 points: $0.5 < GS \leq 0.9$ 12 points: $0.1 < GS \leq 0.5$ 11 points: $-0.3 < GS \leq 0.1$ 10 points: $-0.6 < GS \leq -0.3$ 9 points: $-0.8 < GS \leq -0.6$ 8 points: $-0.9 < GS \leq -0.8$	15 points: $GS > 1.3$ 14 points: $0.9 < GS \leq 1.3$

Section – 4.5

Marshall Teacher Practice Rubric Weight Allocations

Domain	A	B	C	D	E	F
Name	Planning & Preparation for Learning	Classroom Management	Delivery of Instruction	Monitoring, Assessment, and Follow-Up	Family & Community Outreach	Professional Responsibilities
Weight	25%	17%	25%	17%	8%	8%
Each domain will receive a score of 1-4 based on a holistic perspective of the evidence for that domain as outlined by Kim Marshall.						

Conversion Co-Efficient Chart for Domains

	25%	17%	8%
4	1	.68	.32
3	.75	.51	.24
2	.5	.34	.16
1	.25	.17	.08

Marshall Teacher Practice Rubric – 60 pt. scale

HEDI Rating	Points	Value derived from Marshall Teacher Practice Rubric	Points	HEDI Rating	Value derived from Marshall Teacher Practice Rubric	Points	HEDI Rating	Value derived from Marshall Teacher Practice Rubric
H	60	3.6-4.0	39	I	1.39	18	I	1.18
E	59	3.0-3.59	38	I	1.38	17	I	1.17
E	58	2.5-2.99	37	I	1.37	16	I	1.16
D	57	2.4-2.49	36	I	1.36	15	I	1.15
D	56	2.3-2.39	35	I	1.35	14	I	1.14
D	55	2.2-2.29	34	I	1.34	13	I	1.13
D	54	2.1-2.19	33	I	1.33	12	I	1.12
D	53	2.0-2.09	32	I	1.32	11	I	1.11
D	52	1.9-1.99	31	I	1.31	10	I	1.10
D	51	1.7-1.89	30	I	1.30	9	I	1.09
D	50	1.5-1.69	29	I	1.29	8	I	1.08
I	49	1.49	28	I	1.28	7	I	1.07
I	48	1.48	27	I	1.27	6	I	1.06
I	47	1.47	26	I	1.26	5	I	1.05
I	46	1.46	25	I	1.25	4	I	1.04
I	45	1.45	24	I	1.24	3	I	1.03
I	44	1.44	23	I	1.23	2	I	1.02
I	43	1.43	22	I	1.22	1	I	1.01
I	42	1.42	21	I	1.21	0	I	1.0

I	41	1.41	20	I	1.20
I	40	1.40	19	I	1.19

HEDI Rating - overall effectiveness

HEDI Rating	HEDI Range
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Tri-Valley Central School District

Conversion Charts for Assigning Points - Teachers

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SLO/Local Targets (15 point chart)

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15 point conversion chart

Ineffective	Developing	Effective	Highly Effective
2points: $-2.3 < GS \leq -2.1$ 1point: $-2.5 < GS \leq -2.3$ 0 points: $GS \leq -2.5$	7 points: $-1.3 < GS \leq -0.9$ 6 points: $-1.5 < GS \leq -1.3$ 5 points: $-1.7 < GS \leq -1.5$ 4 points: $-1.9 < GS \leq -1.7$ 3 points: $-2.1 < GS \leq -1.9$	13 points: $0.5 < GS \leq 0.9$ 12 points: $0.1 < GS \leq 0.5$ 11 points: $-0.3 < GS \leq 0.1$ 10 points: $-0.6 < GS \leq -0.3$ 9 points: $-0.8 < GS \leq -0.6$ 8 points: $-0.9 < GS \leq -0.8$	15 points: $GS > 1.3$ 14 points: $0.9 < GS \leq 1.3$

Section – 4.5

Marshall Teacher Practice Rubric Weight Allocations

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Name	Planning & Preparation for Learning	Classroom Management	Delivery of Instruction	Monitoring, Assessment, and Follow-Up	Family & Community Outreach	Professional Responsibilities
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Each domain will receive a score of 1-4 based on a holistic perspective of the evidence for that domain as outlined by Kim Marshall.						

Conversion Co-Efficient Chart for Domains

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3	.75	.51	.24
2	.5	.34	.16
1	.25	.17	.08

Marshall Teacher Practice Rubric – 60 pt. scale

HEDI Rating	Points	Value derived from Marshall Teacher Practice Rubric	Points	HEDI Rating	Value derived from Marshall Teacher Practice Rubric	Points	HEDI Rating	Value derived from Marshall Teacher Practice Rubric
H	60	3.6-4.0	39	I	1.39	18	I	1.18
E	59	3.0-3.59	38	I	1.38	17	I	1.17
E	58	2.5-2.99	37	I	1.37	16	I	1.16
D	57	2.4-2.49	36	I	1.36	15	I	1.15
D	56	2.3-2.39	35	I	1.35	14	I	1.14
D	55	2.2-2.29	34	I	1.34	13	I	1.13
D	54	2.1-2.19	33	I	1.33	12	I	1.12
D	53	2.0-2.09	32	I	1.32	11	I	1.11
D	52	1.9-1.99	31	I	1.31	10	I	1.10
D	51	1.7-1.89	30	I	1.30	9	I	1.09
D	50	1.5-1.69	29	I	1.29	8	I	1.08
I	49	1.49	28	I	1.28	7	I	1.07
I	48	1.48	27	I	1.27	6	I	1.06
I	47	1.47	26	I	1.26	5	I	1.05
I	46	1.46	25	I	1.25	4	I	1.04
I	45	1.45	24	I	1.24	3	I	1.03
I	44	1.44	23	I	1.23	2	I	1.02
I	43	1.43	22	I	1.22	1	I	1.01
I	42	1.42	21	I	1.21	0	I	1.0

I	41	1.41	20	I	1.20
I	40	1.40	19	I	1.19

HEDI Rating - overall effectiveness

HEDI Rating	HEDI Range
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Tri-Valley Central School District
Principal's Conversion Charts 2012-13

Local Measures – Section 8

Achievement on State Assessments

Highly Effective	Effective	Developing	Ineffective
15 points, 83-100% 14 points, 66-82%	13 points, 64-65% 12 points, 62-63% 11 points 60-61% 10 points, 59% 9 points, 57-58% 8 points, 55-56%	7 points, 53-54% 6 points, 51-52% 5 points, 49-50% 4 points, 47-48% 3 points, 45-46%	2 points, 40-44% 1 points, 35-39% 0 points, 0-34%

Principal Practice Rubric – Section 9

Marshall Principal Practice Rubric Weighting						
Domain	A	B	C	D	E	F
Name	Diagnosis and Planning	Priority Management and Communication	Curriculum and Data	Supervision, Evaluation and Professional Development	Discipline and Family Involvement	Management and External Relations
Weight	15 pts.	5 pts.	15 pts.	15 pts.	5 pts.	5 pts.
Points assigned for each rubric within a Domain. Score is total of all points.	Ineffective (1) = 0 pts. Developing (2) = .5 pt. Effective (3) = 1 pt. Highly Effective (4) = 1.5pts.	Ineffective (1) = 0 pts. Developing (2) = .2 pts. Effective (3) = .35 pts. Highly Effective (4) = .5pts.	Ineffective (1) = 0 pts. Developing (2) = .5 pt. Effective (3) = 1 pt. Highly Effective (4) = 1.5pts.	Ineffective (1) = 0 pts. Developing (2) = .5 pt. Effective (3) = 1 pt. Highly Effective (4) = 1.5pts.	Ineffective (1)= 0 pts. Developing (2) = .2 pts. Effective (3) = .35 pts. Highly Effective (4) = .5pts.	Ineffective (1) = 0 pts. Developing (2) = .2 pts. Effective (3) = .35 pts. Highly Effective (4) = .5pts.

Marshall Principal Practice Rubric – 60 pt. scale								
HEDI Rating	Points	Composite Score Marshall Rubric	HEDI Rating	Points	Composite Score Marshall Rubric	HEDI Rating	Points	Composite Score Marshall Rubric
H	60	55-60	I	39	13.4-13.6	I	18	7.0-7.2
H	59	44.2-54.9	I	38	13.1-13.3	I	17	6.7-6.9
E	58	33.6-44.1	I	37	12.7-12.9	I	16	6.4-6.6
E	57	32-33.5	I	36	12.4-12.6	I	15	6.1-6.3
E	56	29.8-31.9	I	35	12.1-12.3	I	14	5.8-6.0
E	55	27.6-29.7	I	34	11.8-12.0	I	13	5.5-5.7
E	54	25.4-27.5	I	33	11.5-11.7	I	12	5.2-5.4
D	53	23.2-25.3	I	32	11.2-11.4	I	11	4.9-5.1
D	52	21-23.1	I	31	10.9-11.1	I	10	4.6-4.8
D	51	18.8-20.9	I	30	10.6-10.8	I	9	4.3-4.5
D	50	16.6-18.7	I	29	10.3-10.5	I	8	4.0-4.2
I	49	16.4-16.5	I	28	10.-10.2	I	7	3.7-3.9
I	48	16.1-16.3	I	27	9.7-9.9	I	6	3.4-3.6
I	47	15.8-16.0	I	26	9.4-9.6	I	5	3.1-3.3
I	46	15.5-15.7	I	25	9.1-9.3	I	4	2.8-3.0
I	45	15.2-15.4	I	24	8.8-9.0	I	3	2.5-2.7
I	44	14.9-15.1	I	23	8.5-8.7	I	2	2.2-2.4
I	43	14.6-14.8	I	22	8.2-8.4	I	1	1.9-2.1
I	42	14.3-14.5	I	21	7.9-8.1	I	0	0-1.8
I	41	14.0-14.2	I	20	7.6-7.8			
I	40	13.7-13.9	I	19	7.3-7.5			

HEDI Rating for Overall effectiveness

HEDI Rating	HEDI Range
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Tri-Valley Central School District

Conversion Charts for Assigning Points - Teachers

SLO/Local Targets (20 point chart)

Ineffective	Developing	Effective	Highly Effective
2 points: 50-64% met target 1 point: 43-49% met target 0 points: 42% or less met target	8 points: 73-74% met target 7 points: 71-72% met target 6 points: 69-70% met target 5 points: 67-68% met target 4 points: 66% met target 3 points: 65% met target	17 points: 83-84% met target 16 points: 82% met target 15 points: 81% met target 14 points: 80% met target 13 points: 79% met target 12 points: 78% met target 11 points: 77% met target 10 points: 76% met target 9 points: 75% met target	20 points: 96-100% met target 19 points: 91-95% met target 18 points: 85-90% met target

SLO/Local Targets (15 point chart)

Ineffective	Developing	Effective	Highly Effective
2 points: 50-64% 1 point: 43-49% met target 0 points: 42% or less met target	7 points: 72-74% met target 6 points: 70-71% met target 5 points: 68-69% met target 4 points: 66-67% met target 3 points: 65% met target	13 points: 83-84% met target 12 points: 80-82% met target 11 points: 78-79% met target 10 points: 87% met target 9 points: 76% met target 8 points: 75% met target	15 points: 92-100% met target 14 points: 85-91% met target

NWEA MAP Assessments VARC Conversion Charts – The following chart represents a value added score that will be generated by NWEA and result in a growth score (“GS”) + or – from 0 as an indicator of a year’s worth of growth.

20 point conversion chart

Ineffective	Developing	Effective	Highly Effective
2points: $-2.3 < GS \leq -2.1$ 1point: $-2.5 < GS \leq -2.3$ 0 points: $GS \leq -2.5$	8 points: $-1.1 < GS \leq -0.9$ 7 points: $-1.3 < GS \leq -1.1$ 6 points: $-1.5 < GS \leq -1.3$ 5 points: $-1.7 < GS \leq -1.5$ 4 points: $-1.9 < GS \leq -1.7$ 3 points: $-2.1 < GS \leq -1.9$	17 points: $0.5 < GS \leq 0.9$ 16 points: $0.1 < GS \leq 0.5$ 15 points: $-0.1 < GS \leq 0.1$ 14 points: $-0.3 < GS \leq -0.1$ 13 points: $-0.5 < GS \leq -0.3$ 12 points: $-0.6 < GS \leq -0.5$ 11 points: $-0.7 < GS \leq -0.6$ 10 points: $-0.8 < GS \leq -0.7$ 9 points: $-0.9 < GS \leq -0.8$	20 points: $GS > 1.3$ 19 points: $1.1 < GS \leq 1.3$ 18 points: $0.9 < GS \leq 1.1$

15 point conversion chart

Ineffective	Developing	Effective	Highly Effective
2points: $-2.3 < GS \leq -2.1$ 1point: $-2.5 < GS \leq -2.3$ 0 points: $GS \leq -2.5$	7 points: $-1.3 < GS \leq -0.9$ 6 points: $-1.5 < GS \leq -1.3$ 5 points: $-1.7 < GS \leq -1.5$ 4 points: $-1.9 < GS \leq -1.7$ 3 points: $-2.1 < GS \leq -1.9$	13 points: $0.5 < GS \leq 0.9$ 12 points: $0.1 < GS \leq 0.5$ 11 points: $-0.3 < GS \leq 0.1$ 10 points: $-0.6 < GS \leq -0.3$ 9 points: $-0.8 < GS \leq -0.6$ 8 points: $-0.9 < GS \leq -0.8$	15 points: $GS > 1.3$ 14 points: $0.9 < GS \leq 1.3$

Section – 4.5

Marshall Teacher Practice Rubric Weight Allocations

Domain	A	B	C	D	E	F
Name	Planning & Preparation for Learning	Classroom Management	Delivery of Instruction	Monitoring, Assessment, and Follow-Up	Family & Community Outreach	Professional Responsibilities
Weight	25%	17%	25%	17%	8%	8%
Each domain will receive a score of 1-4 based on a holistic perspective of the evidence for that domain as outlined by Kim Marshall.						

Conversion Co-Efficient Chart for Domains

	25%	17%	8%
4	1	.68	.32
3	.75	.51	.24
2	.5	.34	.16
1	.25	.17	.08

Marshall Teacher Practice Rubric – 60 pt. scale

HEDI Rating	Points	Value derived from Marshall Teacher Practice Rubric	Points	HEDI Rating	Value derived from Marshall Teacher Practice Rubric	Points	HEDI Rating	Value derived from Marshall Teacher Practice Rubric
H	60	3.6-4.0	39	I	1.39	18	I	1.18
E	59	3.0-3.59	38	I	1.38	17	I	1.17
E	58	2.5-2.99	37	I	1.37	16	I	1.16
D	57	2.4-2.49	36	I	1.36	15	I	1.15
D	56	2.3-2.39	35	I	1.35	14	I	1.14
D	55	2.2-2.29	34	I	1.34	13	I	1.13
D	54	2.1-2.19	33	I	1.33	12	I	1.12
D	53	2.0-2.09	32	I	1.32	11	I	1.11
D	52	1.9-1.99	31	I	1.31	10	I	1.10
D	51	1.7-1.89	30	I	1.30	9	I	1.09
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I	48	1.48	27	I	1.27	6	I	1.06
I	47	1.47	26	I	1.26	5	I	1.05
I	46	1.46	25	I	1.25	4	I	1.04
I	45	1.45	24	I	1.24	3	I	1.03
I	44	1.44	23	I	1.23	2	I	1.02
I	43	1.43	22	I	1.22	1	I	1.01
I	42	1.42	21	I	1.21	0	I	1.0

I	41	1.41	20	I	1.20
I	40	1.40	19	I	1.19

HEDI Rating - overall effectiveness

HEDI Rating	HEDI Range
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Tri-Valley Central School District
Principal's Conversion Charts 2012-13

Local Measures – Section 8

Achievement on State Assessments

Highly Effective	Effective	Developing	Ineffective
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Principal Practice Rubric – Section 9

Marshall Principal Practice Rubric Weighting						
Domain	A	B	C	D	E	F
Name	Diagnosis and Planning	Priority Management and Communication	Curriculum and Data	Supervision, Evaluation and Professional Development	Discipline and Family Involvement	Management and External Relations
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E	58	33.6-44.1	I	37	12.7-12.9	I	16	6.4-6.6
E	57	32-33.5	I	36	12.4-12.6	I	15	6.1-6.3
E	56	29.8-31.9	I	35	12.1-12.3	I	14	5.8-6.0
E	55	27.6-29.7	I	34	11.8-12.0	I	13	5.5-5.7
E	54	25.4-27.5	I	33	11.5-11.7	I	12	5.2-5.4
D	53	23.2-25.3	I	32	11.2-11.4	I	11	4.9-5.1
D	52	21-23.1	I	31	10.9-11.1	I	10	4.6-4.8
D	51	18.8-20.9	I	30	10.6-10.8	I	9	4.3-4.5
D	50	16.6-18.7	I	29	10.3-10.5	I	8	4.0-4.2
I	49	16.4-16.5	I	28	10.-10.2	I	7	3.7-3.9
I	48	16.1-16.3	I	27	9.7-9.9	I	6	3.4-3.6
I	47	15.8-16.0	I	26	9.4-9.6	I	5	3.1-3.3
I	46	15.5-15.7	I	25	9.1-9.3	I	4	2.8-3.0
I	45	15.2-15.4	I	24	8.8-9.0	I	3	2.5-2.7
I	44	14.9-15.1	I	23	8.5-8.7	I	2	2.2-2.4
I	43	14.6-14.8	I	22	8.2-8.4	I	1	1.9-2.1
I	42	14.3-14.5	I	21	7.9-8.1	I	0	0-1.8
I	41	14.0-14.2	I	20	7.6-7.8			
I	40	13.7-13.9	I	19	7.3-7.5			

HEDI Rating for Overall effectiveness

HEDI Rating	HEDI Range
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

Tri-Valley Central School District
Teacher Improvement Plan

Target Staff:

Professional staff needing support to meet criteria of effectiveness delineated by TVCS using the criteria outlined in section 100.2 of the Regulations of the Commissioner of Education and the Frameworks for Teaching (Danielson) or functions specific to school counselors, psychologists, nurses, speech-language pathologists, teacher assistants:

Description:

This component of the Annual Professional Performance Review plan is to provide specific assistance for professional staff whose performance does not meet expectations in the above criteria.

Procedures:

1. The administrator/supervisor will hold a conference with the staff member identified as needing support.
2. The staff member will be notified in writing of specific, well-defined reasons for being placed in this plan.
3. An individualized plan will be developed by the staff member and administrator/supervisor which will include the areas requiring support, and how improvement will be addressed.

Role of Administrator/Supervisor:

- Determine at what point support is needed.
- Confer with staff member
- Facilitate creation of support plan including – Steps to achieve standard, Expected Results, Responsible parties, Time Frame, Criteria for measurement and date outcome is to determined
- Summarize conference and notify teacher in writing with a copy to Superintendent and staff member

Professional Improvement Plan

Teacher/Counselor/Library-Media Specialist/Psychologist

Date

Evaluator

Specific Expectation to be addressed (check):

- | | | |
|--|--|---|
| <input type="checkbox"/> Lesson Implementation | <input type="checkbox"/> Lesson Evaluation | <input type="checkbox"/> Use of Assessment for Planning |
| <input type="checkbox"/> Classroom Management | <input type="checkbox"/> Collaboration | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Showing Professionalism | | |

Professional Expectation:

Steps to Achieve Results: (Include resources, individuals providing assistance, time frame, evaluation method)

End results anticipated:

Expected date of completion: _____

Signature of Professional Staff Member

Date

Evaluator

Observations of performance:

Area 1

Date	Observations/Review	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Month 1			
Month 2			
Month 3			
Month 4			
Month 5			
Month 6			
Month 7			
Month 8			
Month 9			
Month10			

Area 2

Date	Observations/Review	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Month 1			
Month 2			
Month 3			
Month 4			
Month 5			
Month 6			
Month 7			
Month 8			
Month 9			
Month10			

Area 3

Date	Observations/Review	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Month 1			
Month 2			
Month 3			
Month 4			
Month 5			
Month 6			
Month 7			
Month 8			
Month 9			
Month10			

Area 4

Date	Observations/Review	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Month 1			
Month 2			

Month 3			
Month 4			
Month 5			
Month 6			
Month 7			
Month 8			
Month 9			
Month 10			

- Meets standard
- Does not meet standard

Comments:

Signature of Professional Staff Member* Date Evaluator Date

The signature* acknowledges that s/he has read the performance report. Such signature merely signifies that he has read the material to be filed and does not necessarily indicate agreement with its contents.

Original: Teacher/Counselor/Psychologist/Nurse/Speech-Language Pathologist, Teacher Assistant
Copies: Evaluator, Principal, Superintendent (Personnel File)

Principal Improvement Plans (PIPs)

- A. Upon a principal rating of “Developing” or “Ineffective” through the APPR, the District shall develop and commence implementation of a Principal Improvement Plan (PIP) for the individual principal.
- B. The PIP shall be developed locally. Negotiations are required for the format for such principal improvement plans. PIPs must be implemented no later than 10 days after the date on which principals are required to report prior to the opening of classes for the school year.
- C. In accordance with Commissioner’s regulations, each individual PIP must include at least:
 - 1. Identification of needed areas of improvement;
 - 2. A timeline for achieving improvement;
 - 3. The manner in which improvement will be assessed; and
 - 4. Where appropriate, differentiated activities to support the individual’s improvement in those areas.
- D. The PIP shall describe the professional learning activities the principal is expected to complete and these shall be connected to the areas needing improvement.
- E. “Artifacts” that the principal must produce should be described to serve as benchmarks of his or her improvement and as evidence for the final stage of the improvement plan.
- F. The supervisor shall state in the PIP the additional support and assistance that the principal will receive.
- G. In the final stages of the PIP, the principal shall meet with his or her supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the principal.

Tri-Valley CSD Principal Improvement Plan (PIP)

The purpose of the PIP is the improvement of principal practice. The goal is to provide resources and support for principals who have been rated as “developing” or “ineffective.” The Superintendent, or his designee, and the principal will jointly determine the strategies to be undertaken to correct the deficiencies.

Principal:

Building:

Lead Evaluator:

Date:

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them.

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the principal must meet in order to achieve an effective rating.

Describe the supporting resources (i.e. professional development, time, people/mentor, and materials) that will be directed in support of the plan outlined above:

The principal, Lead Evaluator shall meet to assess the effectiveness and appropriateness of the PIP in assisting the principal to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly.

Superintendent’s Signature:

Date:

Principal’s Signature:

Date:

_____ The principal has met the performance goals identified in the PIP.

_____ The principal has not met the performance goals identified in the PIP.

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: 12/05/12

Thomas Palmer

Teachers Union President Signature: Date: 1/4/12

Opie Kachos

Administrative Union President Signature: Date:

Tri-Valley CSD does not have an Administrative Union

Board of Education President Signature: Date:

Michael Brooks 12/05/12