



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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Albany, New York 12234

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June 27, 2014

Revised

Mr. John Carmello, Superintendent
Troy City School District
2920 Fifth Avenue
Troy, NY 12180

Dear Superintendent Carmello:

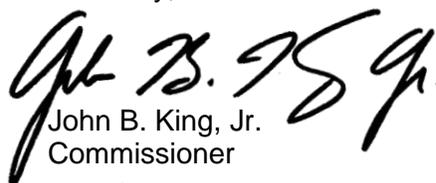
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: James Baldwin

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 491700010000

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

491700010000

1.2) School District Name: TROY CITY SD

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

Enlarged City School District of Troy

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, June 20, 2014

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Questar III BOCES developed ELA Grade K assessment
1	District, regional, or BOCES-developed assessment	Questar III BOCES developed ELA Grade 1 assessment
2	District, regional, or BOCES-developed assessment	Questar III BOCES developed ELA Grade 2 assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The development of SLO's will be overseen by each building principal. Each teacher will develop SLO's using pre and post assessments and the SLO's will be aligned with the district goals. Teachers may choose from the following approved target-setting models: individual growth targets, class-wide minimum rigor model, class-wide growth the mastery model, banded/range-based model, and half to 100/close the gap model. Teachers will present their SLOs and selected model to principals for approval by the fall of each year. Students will be expected to make an identified level of progress or to meet or maintain a target score. The teacher's score and subsequent HEDI

rating will be based upon the percentage of students who have met the identified goal. This rating will be based on the chart downloaded in section 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above district or BOCES adopted expectations for growth of student learning standards for grade/subject. 90-100% of the students meet or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet district or BOCES adopted expectations for growth of student learning standards for grade/subject. 40-89% of the students meet or exceed the target determined in the SLO.
Developing (3 - 8 points) 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 of student learning standards for grade/subject. 10-39% of the students meet or exceed the target determined in the SLO.
Ineffective (0 - 2 points) 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 of student learning standards for grade/subject. 0-9% of students meet or exceed the target determined in the SLO.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Questar III BOCES developed Math Grade K assessment
1	District, regional, or BOCES-developed assessment	Questar III BOCES developed Math Grade 1 assessment
2	District, regional, or BOCES-developed assessment	Questar III BOCES developed Math Grade 2 assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The development of SLO's will be overseen by each building principal. Each teacher will develop SLO's using pre and post assessments and the SLO's will be aligned with the district goals. Teachers may choose from the following approved target-setting models: individual growth targets, class-wide minimum rigor model, class-wide growth the mastery model, banded/range-based model, and half to 100/close the gap model. Teachers will present their SLOs and selected model to principals for approval by the fall of each year. Students will be expected to make an identified level of progress or to meet or maintain a target score. The teacher's score and subsequent HEDI rating will be based upon the percentage of students who have met the identified goal. This rating will be based on the chart

downloaded in section 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above district or BOCES adopted expectations for growth of student learning standards for grade/subject. 90-100% of the students meet or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet district or BOCES adopted expectations for growth of student learning standards for grade/subject. 40-89% of the students meet or exceed the target determined in the SLO.
Developing (3 - 8 points) 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 of student learning standards for grade/subject. 10-39% of the students meet or exceed the target determined in the SLO.
Ineffective (0 - 2 points) 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 of student learning standards for grade/subject. 0-9% of students meet or exceed the target determined in the SLO.

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	Not applicable	N/A
7	District, regional or BOCES-developed assessment	Troy School District developed Science Grade 7 assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of SLO's will be overseen by each building principal. Each teacher will develop SLO's using pre and post assessments and the SLO's will be aligned with the district goals. Teachers may choose from the following approved target-setting models: individual growth targets, class-wide minimum rigor model, class-wide growth the mastery model, banded/range-based model, and half to 100/close the gap model. Teachers will present their SLOs and selected model to principals for approval by the fall of each year. Students will be expected to make an identified level of progress or to meet or maintain a target score. The teacher's score and subsequent HEDI rating will be based upon the percentage of students who have met the identified goal. This rating will be based on the chart downloaded in section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above district or BOCES adopted expectations for growth of student learning standards for grade/subject. 90-100% of the students meet or exceed the target determined in the SLO.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet district or BOCES adopted expectations for growth of student learning standards for grade/subject. 40-89% of the students meet or exceed the target determined in the SLO.
Developing (3 - 8 points) 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 of student learning standards for grade/subject. 10-39% of the students meet or exceed the target determined in the SLO.
Ineffective (0 - 2 points) 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 of student learning standards for grade/subject. 0-9% of students meet or exceed the target determined in the SLO.

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	N/A
7	District, regional or BOCES-developed assessment	Troy School District developed Social Studies Grade 7 assessment
8	District, regional or BOCES-developed assessment	Troy School District developed Social Studies Grade 8 assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of SLO's will be overseen by each building principal. Each teacher will develop SLO's using pre and post assessments and the SLO's will be aligned with the district goals. Teachers may choose from the following approved target-setting models: individual growth targets, class-wide minimum rigor model, class-wide growth the mastery model, banded/range-based model, and half to 100/close the gap model. Teachers will present their SLOs and selected model to principals for approval by the fall of each year. Students will be expected to make an identified level of progress or to meet or maintain a target score. The teacher's score and subsequent HEDI rating will be based upon the percentage of students who have met the identified goal. This rating will be based on the chart downloaded in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above district or BOCES adopted expectations for growth of student learning standards for grade/subject. 90-100% of the students meet or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet district or BOCES adopted expectations for growth of student learning standards for grade/subject. 40-89% of the students meet or exceed the target determined in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 10-39% of the students meet or exceed the target determined in the SLO.

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

Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 0-9% of students meet or exceed the target determined in the SLO.

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	Troy School District developed Global 1 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of SLO's will be overseen by each building principal. Each teacher will develop SLO's using pre and post assessments and the SLO's will be aligned with the district goals. Teachers may choose from the following approved target-setting models: individual growth targets, class-wide minimum rigor model, class-wide growth the mastery model, banded/range-based model, and half to 100/close the gap model. Teachers will present their SLOs and selected model to principals for approval by the fall of each year. Students will be expected to make an identified level of progress or to meet or maintain a target score. The teacher's score and subsequent HEDI rating will be based upon the percentage of students who have met the identified goal. This rating will be based on the chart downloaded in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above district or BOCES adopted expectations for growth of student learning standards for grade/subject. 90-100% of the students meet or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet district or BOCES adopted expectations for growth of student learning standards for grade/subject. 40-89% of the students meet or exceed the target determined in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 10-39% of the students meet or exceed the target determined in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 0-9% of students meet or exceed the target determined in the SLO.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of SLO's will be overseen by each building principal. Each teacher will develop SLO's using pre and post assessments and the SLO's will be aligned with the district goals. Teachers may choose from the following approved target-setting models: individual growth targets, class-wide minimum rigor model, class-wide growth the mastery model, banded/range-based model, and half to 100/close the gap model. Teachers will present their SLOs and selected model to principals for approval by the fall of each year. Students will be expected to make an identified level of progress or to meet or maintain a target score. The teacher's score and subsequent HEDI rating will be based upon the percentage of students who have met the identified goal. This rating will be based on the chart downloaded in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above district or BOCES adopted expectations for growth of student learning standards for grade/subject. 90-100% of the students meet or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet district or BOCES adopted expectations for growth of student learning standards for grade/subject. 40-89% of the students meet or exceed the target determined in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 10-39% of the students meet or exceed the target determined in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 0-9% of students meet or exceed the target determined in the SLO.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of SLO's will be overseen by each building principal. Each teacher will develop SLO's using pre and post assessments and the SLO's will be aligned with the district goals. Teachers may choose from the following approved target-setting models: individual growth targets, class-wide minimum rigor model, class-wide growth the mastery model, banded/range-based model, and half to 100/close the gap model. Teachers will present their SLOs and selected model to principals for approval by the fall of each year. Students will be expected to make an identified level of progress or to meet or maintain a target score. The teacher's score and subsequent HEDI rating will be based upon the percentage of students who have met the identified goal. This rating will be based on the chart downloaded in section 2.11. Our district administered both the Integrated Algebra Regents and Common Core Algebra Regents. Teachers will use the higher score for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above district or BOCES adopted expectations for growth of student learning standards for grade/subject. 90-100% of the students meet or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet district or BOCES adopted expectations for growth of student learning standards for grade/subject. 40-89% of the students meet or exceed the target determined in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 10-39% of the students meet or exceed the target determined in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 0-9% of students meet or exceed the target determined in the SLO.

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
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Grade 9 ELA	District, regional or BOCES-developed assessment	Troy School District developed ELA Grade 9 assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Troy School District developed ELA Grade 10 assessment
Grade 11 ELA	Regents assessment	ELA Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of SLO's will be overseen by each building principal. Each teacher will develop SLO's using pre and post assessments and the SLO's will be aligned with the district goals. Teachers may choose from the following approved target-setting models: individual growth targets, class-wide minimum rigor model, class-wide growth the mastery model, banded/range-based model, and half to 100/close the gap model. Teachers will present their SLOs and selected model to principals for approval by the fall of each year. Students will be expected to make an identified level of progress or to meet or maintain a target score. The teacher's score and subsequent HEDI rating will be based upon the percentage of students who have met the identified goal. This rating will be based on the chart downloaded in section 2.11. Our district administered both the Regents Comprehensive Examination in English and the Common Core English Regents. Teachers will use the higher score of APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above district or BOCES adopted expectations for growth of student learning standards for grade/subject. 90-100% of the students meet or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet district or BOCES adopted expectations for growth of student learning standards for grade/subject. 40-89% of the students meet or exceed the target determined in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 10-39% of the students meet or exceed the target determined in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 0-9% of students meet or exceed the target determined in the SLO.

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
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Physical Education K-12	District, Regional or BOCES-developed	Troy School District developed grade specific PE assessment
Music Education K-12	District, Regional or BOCES-developed	Troy School District developed grade specific Music assessment
Art Education K-12	District, Regional or BOCES-developed	Troy School District developed grade specific Art assessment
Technology Education 7-12	District, Regional or BOCES-developed	Troy School District developed grade specific Technology assessment
FACS 7-8	District, Regional or BOCES-developed	Troy School District developed grade specific FACS assessment
LOTES 7-12	District, Regional or BOCES-developed	Troy School District developed grade specific LOTE assessment
Business Education 9-12	District, Regional or BOCES-developed	Troy School District developed grade specific Business assessment
Health Education 7-12	District, Regional or BOCES-developed	Troy School District developed grade specific Health assessment
All other teachers not named above	District, Regional or BOCES-developed	Troy School District developed grade/subject specific assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of SLO's will be overseen by each building principal. Each teacher will develop SLO's using pre and post assessments and the SLO's will be aligned with the district goals. Teachers may choose from the following approved target-setting models: individual growth targets, class-wide minimum rigor model, class-wide growth the mastery model, banded/range-based model, and half to 100/close the gap model. Teachers will present their SLOs and selected model to principals for approval by the fall of each year. Students will be expected to make an identified level of progress or to meet or maintain a target score. The teacher's score and subsequent HEDI rating will be based upon the percentage of students who have met the identified goal. This rating will be based on the chart downloaded in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above district or BOCES adopted expectations for growth of student learning standards for grade/subject. 90-100% of the students meet or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet district or BOCES adopted expectations for growth of student learning standards for grade/subject. 40-89% of the students meet or exceed the target determined in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 10-39% of the students meet or exceed the target determined in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 0-9% of students meet or exceed the target determined in the SLO.

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/5364/148316-TXEttx9bQW/SLO-Template.doc

2.12) Locally Developed Controls

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

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

There will be no locally developed controls will be utilized.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed ELA Grade 4 assessment
5	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed ELA Grade 5 assessment
6	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed ELA Grade 6 assessment
7	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed ELA Grade 7 assessment
8	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed ELA Grade 8 assessment

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.	Local pre- and post-assessments will be administered at each grade level. Teachers will set targeted growth scores for each of their students based on the baseline data from the pre-assessment. Teachers may choose from the following approved target-setting models: individual growth targets,
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class-wide minimum rigor model, class-wide growth the mastery model, banded/range-based model, and half to 100/close the gap model. Teachers will present their selected model to principals for approval by the fall of each year. The teacher's score and HEDI rating will be based upon the percentage of students who meet or exceed the identified goal. This rating will be based on the charts downloaded in section 3.13. The 20 point scale in 3.13 will be used until the value added model is implemented.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district or BOCES adopted expectations for growth of student learning standards for grade/subject. 90-100% of students reached or exceeded the targeted goal.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district or BOCES adopted expectations for growth of student learning standards for grade/subject. 40-89% of students reached or exceeded the targeted goal.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 10-39% of students reached or exceeded the targeted goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 0-9% of students reached or exceeded the targeted goal.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed Math Grade 4 assessment
5	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed Math Grade 5 assessment
6	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed Math Grade 6 assessment
7	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed Math Grade 7 assessment
8	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed Math Grade 8 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Local pre- and post-assessments will be administered at each grade level. Teachers will set targeted growth scores for each of their students based on the baseline data from the pre-assessment. Teachers may choose from the following approved target-setting models: individual growth targets,
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class-wide minimum rigor model, class-wide growth the mastery model, banded/range-based model, and half to 100/close the gap model. Teachers will present their selected model to principals for approval by the fall of each year. The teacher's score and HEDI rating will be based upon the percentage of students who meet or exceed the identified goal. This rating will be based on the charts downloaded in section 3.13. The 20 point scale in 3.13 will be used until the value added model is implemented.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district or BOCES adopted expectations for growth of student learning standards for grade/subject. 90-100% of students reached or exceeded the targeted goal.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district or BOCES adopted expectations for growth of student learning standards for grade/subject. 40-89% of students reached or exceeded the targeted goal.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 10-39% of students reached or exceeded the targeted goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district or BOCES adopted expectations for growth of student learning standards for grade/subject. 0-9% of students reached or exceeded the targeted goal.

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance

on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above

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

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

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Questar III BOCES developed ELA Grade K assessment
1	5) District, regional, or BOCES-developed assessments	Questar III BOCES developed ELA Grade 1 assessment
2	5) District, regional, or BOCES-developed assessments	Questar III BOCES developed ELA Grade 2 assessment
3	5) District, regional, or BOCES-developed assessments	Questar III BOCES developed ELA Grade 3 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Local assessments will be administered at each grade and each teacher's score and HEDI rating will be based upon the percentage of students who reach proficiency (65%) on that assessment. This rating will be based on the chart downloaded in section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 90-100% of students reached or exceeded the targeted goal.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 40-89% of students reached or exceeded the targeted goal.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 10-39% of students reached or exceeded the targeted goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 0-9% of students reached or exceeded the targeted goal.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed Math Grade K assessment
1	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed Math Grade 1 assessment
2	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed Math Grade 2 assessment
3	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed Math Grade 3 assessment

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.	Local assessments will be administered at each grade and each teacher's score and HEDI rating will be based upon the percentage of students who reach proficiency (65%) on that assessment. This rating will be based on the chart downloaded in section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 90-100% of students reached or exceeded the targeted goal.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 40-89% of students reached or exceeded the targeted goal.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 10-39% of students reached or exceeded the targeted goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 0-9% of students reached or exceeded the targeted goal.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A
7	5) District, regional, or BOCES–developed assessments	Troy School District developed Science Grade 7assessment
8	5) District, regional, or BOCES–developed assessments	Troy School District developed science Grade 8 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.	Local assessments will be administered at each grade and each teacher's score and HEDI rating will be based upon the percentage of students who reach proficiency (65%) on that assessment. This rating will be based on the chart downloaded in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 90-100% of students reached or exceeded the targeted goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 40-89% of students reached or exceeded the targeted goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 10-39% of students reached or exceeded the targeted goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 0-9% of students reached or exceeded the targeted goal.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A
7	5) District, regional, or BOCES–developed assessments	Troy School District developed Social Studies Grade 7assessment
8	5) District, regional, or BOCES–developed assessments	Troy School District developed Social Studies Grade 8 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Local assessments will be administered at each grade and each teacher's score and HEDI rating will be based upon the percentage of students who reach proficiency (65%) on that assessment. This rating will be based on the chart downloaded in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 90-100% of students reached or exceeded the targeted goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 40-89% of students reached or exceeded the targeted goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 10-39% of students reached or exceeded the targeted goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 0-9% of students reached or exceeded the targeted goal.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Troy School District developed Global 1 assessment
Global 2	5) District, regional, or BOCES–developed assessments	Troy School District developed Global 2 assessment
American History	5) District, regional, or BOCES–developed assessments	Troy School District developed American History assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Local assessments will be administered at each grade and each teacher's score and HEDI rating will be based upon the percentage of students who reach proficiency (65%) on that assessment. This rating will be based on the chart downloaded in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 90-100% of students reached or exceeded the targeted goal.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 40-89% of students reached or exceeded the targeted goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 10-39% of students reached or exceeded the targeted goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 0-9% of students reached or exceeded the targeted goal.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Troy School District developed Living Environment assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Troy School District developed Earth Science assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Troy School District developed Chemistry assessment
Physics	5) District, regional, or BOCES–developed assessments	Troy School District developed Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Local assessments will be administered at each grade and each teacher's score and HEDI rating will be based upon the percentage of students who reach proficiency (65%) on that assessment. This rating will be based on the chart downloaded in section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 90-100% of students reached or exceeded the targeted goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 40-89% of students reached or exceeded the targeted goal.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 10-39% of students reached or exceeded the targeted goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 0-9% of students reached or exceeded the targeted goal.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Troy School District developed Algebra 1 assessment
Geometry	5) District, regional, or BOCES–developed assessments	Troy School District developed Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Troy School District developed Algebra 2 assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Local assessments will be administered at each grade and each teacher's score and HEDI rating will be based upon the percentage of students who reach proficiency (65%) on that assessment. This rating will be based on the chart downloaded in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 90-100% of students reached or exceeded the targeted goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 40-89% of students reached or exceeded the targeted goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 10-39% of students reached or exceeded the targeted goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 0-9% of students reached or exceeded the targeted goal.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
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Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Troy School District developed ELA Grade 9 assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Troy School District developed ELA Grade 10 assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Troy School District developed ELA Grade 11 assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Local assessments will be administered at each grade and each teacher's score and HEDI rating will be based upon the percentage of students who reach proficiency (65%) on that assessment. This rating will be based on the chart downloaded in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 90-100% of students reached or exceeded the targeted goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 40-89% of students reached or exceeded the targeted goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 10-39% of students reached or exceeded the targeted goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 0-9% of students reached or exceeded the targeted goal.

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 K-12	5) District/regional/BOCES–developed	Troy School District developed PE grade specific assessment
Music Education K-12	5) District/regional/BOCES–developed	Troy School District developed Music grade specific assessment
Art Education K-12	5) District/regional/BOCES–developed	Troy School District developed Art grade specific assessment
FACS 7-8	5) District/regional/BOCES–developed	Troy School District developed FACS grade specific assessment

LOTE 8-12	5) District/regional/BOCES–developed	Troy School District developed LOTE grade specific assessment
Business Education 9-12	5) District/regional/BOCES–developed	Troy School District developed Business grade specific assessment
Health Education 8-12	5) District/regional/BOCES–developed	Troy School District developed Health grade specific assessment
Technology Education 7-12	5) District/regional/BOCES–developed	Troy School District developed Technology grade specific assessment
Other Math 9-12	5) District/regional/BOCES–developed	Troy School District developed Math grade specific assessment
Other Science 9-12	5) District/regional/BOCES–developed	Troy School District developed Science grade specific assessment
Other ELA	5) District/regional/BOCES–developed	Troy School District developed ELA grade specific assessment
All other teachers not named above	5) District/regional/BOCES–developed	Troy School District developed grade/subject 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.	Local assessments will be administered at each grade and each teacher's score and HEDI rating will be based upon the percentage of students who reach proficiency (65%) on that assessment. This rating will be based on the chart downloaded in section 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Results are well above district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 90-100% of students reached or exceeded the targeted goal.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 40-89% of students reached or exceeded the targeted goal.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 10-39% of students reached or exceeded the targeted goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district or BOCES adopted expectations for achievement of student learning standards for grade/subject. 0-9% of students reached or exceeded the targeted goal.

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/12149/1059012-y92vNseFa4/HEDI 15 and 20 Point Rubrics (13-14).xlsx

3.14) Locally Developed Controls

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

There will be no locally developed controls utilized.

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.

Troy's process for combining multiple locally selected measures will be to take the average of all scores as the single score.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2013 Revised Edition)
Second Rubric, if applicable	Not Applicable

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Members of the district-wide APPR committee worked to define a process for assigning points and determining HEDI ratings using the Danielson Rubric (2013). Each domain of the rubric is worth a maximum of 10 points. That 10 points is determined by rating each component of the domain Highly Effective (4), Effective (3), Developing (2), or Ineffective (1). The scores of the components are then added together, divided by the total possible points for the components of that domain, and then multiplied by 10 to get a score out of 10 for each domain. The score from each domain is then added to determine a score out of 40 for the teacher observation piece of this measure of effectiveness. The remaining 20 points is based on a portfolio which included a structured review and reflection by the teacher of selected student work. These 2 scores are added together to assign the points and determine the HEDI points for the 60 points in the "other measures" category. The HEDI score and rating are determined using the grid below. When multiple observations are given, the higher total score will be used. If a teacher is rated ineffective in every component, then he or she will receive zero points out of 60. Scores with decimals will be rounded up, however, rounding will not cause a teacher's overall HEDI rating to move up.

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/12179/1059013-eka9yMJ855/Troy Other Measures of Effectiveness Revised (13-14).doc

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 who receive a score in the 54-60 range will be deemed highly effective, indicating their overall performance in this category exceeds the NYS Teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who receive a score in the 45-53 range will be deemed effective, indicating their overall performance in this category meets the NYS teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who receive a score in the 36-44 range will be deemed developing, indicating their overall performance in this category does not yet meet the NYS Teaching Standards, and that improvement is necessary.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who receive a score in the 0-35 range will be deemed ineffective, indicating their overall performance in this category does not meet the NYS Teaching Standards.

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60
Effective	45-53
Developing	36-44
Ineffective	0-35

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	0
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	54-60
Effective	45-53
Developing	36-44
Ineffective	0-35

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, June 19, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/151580-Df0w3Xx5v6/tip form_1.xls

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:

1. Within ten (10) business days, occurring during the school year including summer recess, of the receipt of a teacher's annual evaluation, the teacher may request, in writing, review by a panel as referred to in Paragraph 3 hereof.

2. The appeal writing shall articulate in detail the basis of the appeal. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated teacher may appeal the following:

- a. The substance of the APPR;
- b. The District's failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law §3012-c and applicable rules and regulations;
- c. The District's failure to comply with locally negotiated procedures; and
- d. The District's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.

3. Within ten (10) business days, occurring during the school year including summer recess, of receipt of the appeal, the affected teacher may elect review of the appeal papers by a panel of two teachers selected by TTA and two central office administrators selected by the Superintendent of Schools. The panel composition shall be reviewed annually beginning on July 1, 2013. The panel may recommend a modification of the TIP, or a modification of the rating, along with the rationale for same. Review shall be completed within ten (10) business days of delivery of the written request for review to the panel. No hearing or meeting shall be held and the review shall be based solely upon the original appeal, supporting papers submitted by the teacher and/or a response to the appeal by the teacher's evaluator. The written review recommendation shall be transmitted to the Superintendent and appellant upon completion in a timely and expeditious manner as required by Education Law 3012-c. In the event the panel's finding is unanimous, the appeal shall be concluded and the panel's finding shall be determinative. In the event the panel's finding is not unanimous, the Superintendent shall consider the written review recommendation of the panel and shall issue a written decision within ten (10) days thereof. The determination of the Superintendent of Schools, or his/her designee, shall be final and shall not be grievable, arbitrable, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure. (The parties acknowledge that nothing herein shall prevent a unit member from offering into evidence the written review recommendation of the panel appointed pursuant to this subdivision to the context of a 3020-a discharge proceeding based on a "pattern of ineffective teaching or performance" or "pedagogical incompetence.")

4. An overall performance rating of "ineffective" on the annual evaluation is the only rating subject to appeal. Teachers who receive a rating of "highly effective" or "effective" or "developing" shall not be permitted to appeal their rating. Tenured teachers who are rated effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file. Such response shall be filed within ten (10) business days, occurring during the school year including summer recess, of the teacher's receipt of the APPR evaluation.

5. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan. Probationary teachers who are rated ineffective, effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file. Such response shall be filed within ten (10) business days, occurring during the school year including summer recess, of the teacher's receipt of the APPR evaluation.

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

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

The Troy School District will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial training of all administrators (Superintendent, Assistant Superintendent, Principals, Directors, Assistant Principals) and the ongoing training and support that is essential to maintain the needed level of inter-rater reliability. The district has worked with and will continue to work with Questar III BOCES, as part of the Race To The Top Initiative, to ensure the proper training and certification is completed for the required nine elements. These trainings started last summer with the APPR - Evidence Based Observation two-day workshops in August and September, 2011 that all of our administrators attended and continued throughout the school year. All administrators also received training on the Charlotte Danielson Rubric as well as the Multidimensional Principal Performance Rubric. In addition, monthly district administrative council meetings are used for in-house training and follow-up.

The District will work with Questar III BOCES to ensure that lead evaluators are re-certified annually and that they receive updated training on any changes to the law or regulations.

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

Created Tuesday, April 30, 2013
Updated Friday, February 28, 2014

Page 1

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		N/A

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, June 20, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Percentage increase in the students whose performance levels are proficient (Level 3) or advanced (Level 4) on the NYS 3-5 ELA and Math assessments
6-8	(d) measures used by district for teacher evaluation	Percentage increase in the students whose performance levels are proficient (Level 3) or advanced (Level 4) on the NYS 6-8 ELA and Math assessments
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Five Year Graduation Rate

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.	Local measures were selected that aligned with the district goals set forth by the BOE. Elementary and Middle School principals will be assigned a HEDI score and rating based on the percentage increase of students who score at a proficient or advanced level on the State assessments in ELA and Math compared with the previous year. The score and rating will be determined from the attached chart, using grade level data specifically (not cohort data). The High School Principal will be assigned a HEDI score and rating based on the five year graduation rate for the school. The score and rating will be determined from the attached chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Elementary and Middle School results exceed district goals and expectations with the percentage of students scoring at the proficient or advanced level increasing from the previous year by 8% or more. The High School graduation rate exceeds the district goals and expectations with the five year rate more than 85%.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Elementary and Middle School results meet district goals and expectations with the percentage of students scoring at the proficient or advanced level increasing from the previous year by 1-7%. The High School graduation rate meets the district goals and expectations with the five year rate between 70-84%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Elementary and Middle School results are below district goals and expectations with the percentage of students scoring at the proficient or advanced level decreasing from the previous year between 0-4%. The High School graduation rate is below district goals and expectations with the five year rate between 55-69%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Elementary and Middle School results are well below district goals and expectations with the percentage of students scoring at the proficient or advanced level decreasing from the previous year by 5% or more. The High School graduation rate is well below district goals and expectations with the five year rate less than 55%.

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

(No response)

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

assets/survey-uploads/12190/1059017-qBFVOWF7fC/Principal Hedi Chart 15 and 20 Point Rubrics Final 13-14.doc

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No controls will be utilized

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.

An average will be calculated.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, June 20, 2014

Page 1

9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Members of the principal APPR committee worked to define a process for assigning points and determining HEDI ratings using the Multidimensional Principal Performance Rubric. Domains 1, 2, 3, and 5 as well as the goal setting and attainment section are each worth 10 points. Domains 4 and 6 will be combined to be worth 10 points together. The 10 points for each section is determined by rating each component of the domain Highly Effective (4), Effective (3), Developing (2), or Ineffective (1). The scores of the components are then added together, divided by the total possible points for the components of that domain, and then multiplied by 10 to get a score out of 10 for each domain. The score from each domain is then added to determine a score out of 60 for the principal's score on "other measure of effectiveness". The HEDI score and rating are determined using the grid below. Principals are scored based on a preponderance of evidence applied to the rubric at a single time. If a principal is rated ineffective in every component, then he or she will receive zero points out of 60. Scores with decimals will be rounded up, however, rounding will not cause a principal's overall HEDI rating to move up.

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.

(No response)

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.	Principals who receive a score in the 54-60 range will be deemed highly effective, indicating their overall performance in this category exceeds the ISLLC Leadership Standards.
Effective: Overall performance and results meet standards.	Principals who receive a score in the 45-53 range will be deemed effective, indicating their overall performance in this category meets the ISLLC Leadership Standards.
Developing: Overall performance and results need improvement in order to meet standards.	Principals who receive a score in the 36-44 range will be deemed developing, indicating their overall performance in this category does not yet meet the ISLLC Leadership Standards, and improvement is

needed.

Ineffective: Overall performance and results do not meet standards.

Principals who receive a score in the 0-35 range will be deemed ineffective, indicating their overall performance in this category does not meet the ISLLC Leadership Standards.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	45-53
Developing	36-44
Ineffective	0-35

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	54-60
Effective	45-53
Developing	36-44
Ineffective	0-35

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/184426-Df0w3Xx5v6/Principal Improvement Plan_1.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:

APPEAL OF EVALUATION:

1. The annual evaluation shall be presented to the Building Principal at a meeting between the administrator and the Superintendent of Schools or his/her designee, on a date selected by the Superintendent of Schools. Such meeting shall be held as soon as practicable following calculation of the Principal's final composite score and rating.
2. Within five (5) business days of the receipt of a building principal's annual evaluation of "ineffective" from the Superintendent of Schools based upon a final composite score, the administrator may appeal the evaluation, in writing, to the Superintendent of Schools or his/her designee.
3. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. As set forth in Section 3012-c of the Education Law, the evaluated administrator may only challenge:
 - the substance of the annual professional performance review;
 - the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
 - the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
 - the school district's issuance and/or implementation of the terms of the administrator's improvement plan.
4. Within five (5) business days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination, in writing, respecting the appeal. These time frames may be extended by mutual agreement of the parties provided that the District ensures that resolution of any appeal is timely and expeditious in accordance with Education Law 3012-c.
5. The determination of the Superintendent of Schools or his/her designee shall not be grievable, arbitrable, nor reviewable in any other forum. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a.
6. An overall performance rating of "ineffective" on the annual evaluation is the only rating subject to appeal. Principals who receive a rating of "highly effective" or "effective" or "developing" shall not be permitted to appeal their rating. Tenured principals who are rated "highly effective", "effective" or "developing" may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within ten (10) business days.
7. Non-tenured principals shall not be permitted to appeal any aspect of their annual evaluation or the school district's issuance and/or implementation of the terms of a principal improvement plan. Probationary principals who are rated "ineffective", "developing", "effective", or "highly effective" may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within ten (10) business days.
8. "Business days" shall include the summer recess period.

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

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

The Troy School District will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial training of all administrators (Superintendent, Assistant Superintendent, Principals, Directors, Assistant Principals) and the ongoing training and support that is essential to maintain the needed level of inter-rater reliability. The district has worked with and will continue to work with Questar III BOCES, as part of the Race To The Top Initiative, to ensure the proper training and certification is completed for the required nine elements. These trainings started last summer with the APPR - Evidence Based Observation two-day workshops in August and September, 2011 that all of our administrators attended and continued throughout the school year. All administrators also received training on the Charlotte Danielson Rubric as well as the Multidimensional Principal Performance Rubric. In addition, monthly district administrative council meetings are used for in-house training and follow-up.

The District will work with Questar III BOCES to ensure that lead evaluators are re-certified annually and that they receive updated

training on any changes to the law or regulations.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, June 27, 2014

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12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/1059021-3Uqgn5g9Iu/Certification 6-27-14_1.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.

All SLOs MUST include the following basic components:

Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>

New York State Student Learning Objective Template

Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>																				
HEDI Scoring	<i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98%	97-94%	93-90%	89-84%	83-78%	77-72%	71-66%	65-60%	59-55%	54-50%	49-45%	44-40%	39-35%	34-30%	29-25%	24-20%	19-15%	14-10%	9-6%	5-3%	2-0%	
Rationale	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																				

HEDI

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
100-96%	95-90%	89-81%	80-72%	71-64%	63-56%	55-48%	47-40%	39-34%	33-28%	27-22%	21-16%	15-10%	9-6%	5-3%	2-0%

HEDI

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	94-97%	90-93%	84-89%	78-83%	72-77%	66-71%	60-65%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	10-14%	6-9%	3-5%	0-2%

Notes from the Observation

(for administrator use)

Time	Actions and Statements/Questions by Teacher and Students	Component

Formal Classroom Observation—*Continued*

Interview Protocol for a Post-conference (Reflection Conference)

Teacher must complete and bring to the post conference with administrator

Teacher _____ School _____

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

Enlarged City School District of Troy Observation Summary



Teacher _____ School _____ Grade Level(s) _____

Subject(s) _____ Observer _____ Date _____

Summary of the Lesson _____

Evidence of Teaching

Domain 1: Planning and Preparation

Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>Evidence:</i>				
Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Evidence:</i>				

Formal Observation Summary—Continued

Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

Evidence:

Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

Evidence:

Formal Observation Summary—*Continued*

Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.

Evidence:

Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
1f Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Evidence:

Domain 1 - total points: (divide total by 24 then multiply by 10) <input style="width: 80px; height: 40px; margin-left: 20px;" type="text"/>	Domain 1 – calculated total: <input style="width: 80px; height: 40px; margin-left: 20px;" type="text"/>
---	---

Formal Observation Summary—Continued

Domain 2: The Classroom Environment

Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
<p>2a Creating an Environment of Respect and Rapport</p>	<p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.</p>	<p>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>
<p><i>Evidence:</i></p>				
Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
<p>2b Establishing a Culture for Learning</p>	<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p>	<p>The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."</p>	<p>The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p>	<p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.</p>
<p><i>Evidence:</i></p>				

Formal Observation Summary—*Continued*

Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
<p>2c Managing Classroom Procedures</p>	<p>Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.</p>	<p>Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.</p>	<p>Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.</p>	<p>Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.</p>
<p><i>Evidence:</i></p>				
Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
<p>2d Managing Student Behavior</p>	<p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>
<p><i>Evidence:</i></p>				

Formal Observation Summary—*Continued*

Component	Ineffective (1) <input type="text"/>	Developing (2) <input type="text"/>	Effective (3) <input type="text"/>	Highly Effective (4) <input type="text"/>
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
<i>Evidence:</i>				

Domain 2 - total points: (divide total by 20 then multiply by 10) <input type="text"/>	Domain 2 - calculated total: <input type="text"/>
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Formal Observation Summary—*Continued*

Domain 3: Instruction

Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
<p>3a Communicating with Students</p>	<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.</p>
<p><i>Evidence:</i></p>				
Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
<p>3b Using Questioning and Discussion Techniques</p>	<p>The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</p>	<p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>
<p><i>Evidence:</i></p>				

Formal Observation Summary—Continued

Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
<p>3c Engaging Students in Learning</p>	<p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>
<p><i>Evidence:</i></p>				
Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
<p>3d Using Assessment in Instruction</p>	<p>Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.</p>
<p><i>Evidence:</i></p>				

Formal Observation Summary—Continued

Component	Ineffective (1) <input type="text"/>	Developing (2) <input type="text"/>	Effective (3) <input type="text"/>	Highly Effective (4) <input type="text"/>
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Evidence:				

Domain 3 - total points: (divide total by 20 then multiply by 10) <input type="text"/>	Domain 3 - calculated total: <input type="text"/>
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Formal Observation Summary—*Continued*

Teacher _____ School _____

Strengths of the Lesson

Areas for Growth

We have participated in a conversation on the above items.

Teacher's signature _____ Date _____

Administrator's signature _____ Date _____

Evidence for Domain 4

Teacher _____ School _____ Dates _____

Grade Level(s) _____ Subject(s) _____

School Year _____ – _____

Component	Evidence
4a: Reflecting on Teaching (ie. What went well during instruction, areas for modification)	
4b: Maintaining Accurate Records (ie. grade keeping, maintaining student files, report cards...)	
4c: Communicating with Families (ie. Letters, emails, communication log, website, phone calls, providing information about instructional program...)	
4d: Participating in a Professional Community (ie. workshops, book clubs, committee work...)	
4e: Growing and Developing Professionally (ie. enhancement of content knowledge, Workshops, district professional development, reading)	
4f: Showing Professionalism (ie. Service to students, advocacy, decision making...)	

Individual Professional Development Log of Activities

(this form may be used in addition to mylearningplan)

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____ Date _____

Goal _____

Date	Activity	Benefit

Evidence for Domain 4

Domain 4: Professional Responsibilities

Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
4a Reflecting on Teaching	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
<i>Evidence:</i>				
Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.
<i>Evidence:</i>				
Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
4c Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
<i>Evidence:</i>				

Evidence for Domain 4—Continued

Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
4d Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
<i>Evidence:</i>				
Component	Ineffective (1) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Effective (3) <input type="checkbox"/>	Highly Effective (4) <input type="checkbox"/>
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
<i>Evidence:</i>				

Evidence for Domain 4—Continued

Component	Ineffective (1) <input type="text"/>	Developing (2) <input type="text"/>	Effective (3) <input type="text"/>	Highly Effective (4) <input type="text"/>
4f Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.
Evidence:				

Domain 4 - total points: (divide total by 24 then multiply by 10) <input type="text"/>	Domain 4 - calculated total: <input type="text"/>
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Total Composite Score for Local Evaluation	
<i>Domain 1</i>	
<i>Domain 2</i>	
<i>Domain 3</i>	
<i>Domain 4</i>	
Composite Score (highest possible score 40)*	

* Given 2 full observations the higher score will be used.

For short observation if the (pre-determined) domain score increases the higher score will be used. If the domain score decreases an average of the 2 scores will be used.

Enlarged City School District of Troy
Structured Review of Student Work

The intent of this structured review is to provide a collection and analysis of student work directly related to your instructional goal. The completion of the items below will account for point accrual and not the actual goal attainment. This structured review will account for **20 points** towards your APPR composite score.

Evidence

Provide student work that demonstrates growth (using evidence from 5 different students). Examples may include but are not limited to:

- Pre/post assessments/work samples
- Portfolios
- Student work samples with feedback

Analysis of student work must include but is not limited to:

Description of the assignment (5 points – Domain I)

- _____ Describe your overall goal(s), **and** what specific learning objectives were covered _____ in this lesson.
- _____ Describe the kind of challenge the student represents (ie this student struggles with reading grade level text)
- _____ Supply a copy of the instructional material(s) used for the lesson (ie. excerpt from _____ teacher guides, handouts, instructions to student...)

Analysis of Lesson: (5 points – Domains I and IV)

- _____ To what extent were the learning goals for this lesson achieved? Explain.
- _____ What were specific procedures and teaching strategies you used in the lesson to support student learning? Why did you choose these procedures and strategies?
- _____ Include grading system used or evaluation method (ie. rubrics)

Teacher reflection (10 points – Domain IV)

- _____ How successful was your instruction in helping each student to explore and _____ discover important ideas or concepts? Explain.
- _____ If you were given the opportunity to teach this assignment again, what alternative strategies might you use? Why?

Supervisor/Administrator Comment: (only comment if items are not completed and the amount of points not earned)

Teacher Signature

Date

Principal/Supervisor Signature

Date

Comments (if applicable):

Teacher should submit work to the supervisor/administrator no later than the end of the 3rd quarter. The supervisor/administrator must meet with the teacher to discuss the evidence of student work form within 20 school days of receiving work.

Total Structured Review of Student Work Will Be Evaluated Using the Danielson Rubric (Domains I and IV) and Points Will Result in Ratings from the 20 Point Rubric Below

HED I	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	98-100%	94-97%	90-93%	84-89%	78-83%	72-77%	66-71%	60-65%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	10-14%	6-9%	3-5%	0-2%

ENLARGED CITY SCHOOL DISTRICT OF TROY TEACHER IMPROVEMENT PLAN (TIP)

CIRCLE ONE: TIER 1*, TIER 2, TIER 3*****

Teacher:	Initial Date:
Subject/Grade:	Participants in attendance at initial meeting:
Building:	Administrator responsible for monitoring progress:

Purpose - The goal of a Teacher Improvement Plan is to improve performance and professional growth. It is intended to address elements of the APPR that have been identified and outlined in an evaluation as developing or ineffective. The TIP will be developed by the teacher, administrator, and union representative as a next step in the continuum of efforts to assist the teacher with improving his/her performance. The TIP must be developed no later than 10 days after the start of the school year OR 10 days after the teacher receives his/her composite rating (which ever is later).

APPR ELEMENTS IDENTIFIED WHERE IMPROVEMENT IS NEEDED	STANDARDS CHOSEN FOR FURTHER DEVELOPMENT	TIMELINE FOR MEASURING PROGRESS	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES TO SUPPORT IMPROVEMENT	PERSON(S) RESPONSIBLE

APPR ELEMENTS IDENTIFIED WHERE IMPROVEMENT IS NEEDED	STANDARDS CHOSEN FOR FURTHER DEVELOPMENT	TIMELINE FOR MEASURING PROGRESS	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES TO SUPPORT IMPROVEMENT	PERSON(S) RESPONSIBLE

Teacher's Signature	
Supervising Administrator's Signature	
TTA Representative's Signature	
Date	

***Tier 1**--Teacher receives Effective or Highly Effective on formal observation component but identified as Developing or Ineffective on HEDI composite score based on test scores on state or local assessment.

****Tier 2**--Teacher identified as Developing on the formal observation component with a composite rating of Developing.

*****Tier 3**--Teacher identified as Developing or Ineffective on formal observation with a total composite rating of Ineffective.

Enlarged City School District of Troy, New York

Enlarged City School District of Troy – Elementary and Middle School Principals HEDI Chart (Percentage increase of students scoring at the proficient or advanced level from the previous year grade levels)

15 Point Rubric

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
10% or more increase	8-9% increase	6-7% inc	5% inc	4% inc	3% inc	2% increase	1% increase	0% increase	1% decrease	2% dec	3% dec	4% dec	5-6% dec	7-9% dec	10% or more decrease

20 Point Rubric

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
12% or more increase	11% inc	10% inc	9% inc	8% inc	7% inc	6% inc	5% inc	4% inc	3% inc	2% inc	1% inc	0%	1% dec	2% dec	3% dec	4% dec	5% dec	6-7% dec	8-9% dec	10% or more decrease

Enlarged City School District of Troy – High School Principal HEDI Chart (Five Year Graduation Rate)

Highly Effective	Effective	Developing	Ineffective
15 points: 90-100% graduating 14 points: 85-89% graduating	13 points: 82-84% graduating 12 points: 79-81% graduating 11 points: 76-78% graduating 10 points: 74-75% graduating 9 points: 72-73% graduating 8 points: 70-71% graduating	7 points: 67-69% graduating 6 points: 64-66% graduating 5 points: 61-63% graduating 4 points: 58-60% graduating 3 points: 55-57% graduating	2 points: 50-54% graduating 1 point: 41-49% graduating 0 points: 40% or less graduating

Highly Effective	Effective	Developing	Ineffective
20 points: 96-100% graduating 19 points: 90-95% graduating 18 points: 85-89% graduating	17 points: 83-84% graduating 16 points: 81-82% graduating 15 points: 80% graduating 14 points: 78-79% graduating 13 points: 76-77% graduating 12 points: 74-75% graduating 11 points: 72-73% graduating 10 points: 71% graduating 9 points: 70% graduating	8 points: 68-69% graduating 7 points: 66-67% graduating 6 points: 64-65% graduating 5 points: 61-63% graduating 4 points: 58-60% graduating 3 points: 55-57% graduating	2 points: 50-54% graduating 1 point: 41-49% graduating 0 points: 40% or less graduating

ENLARGED CITY SCHOOL DISTRICT OF TROY, NEW YORK

Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent, or his/her designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first in December and the second in March. A written summary of feedback on progress shall be given within 10 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

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

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent, or his/her designee, is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent, or his/her designee, and principal with the opportunity for the principal to attach comments.

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

 6/26/14

Teachers Union President Signature: Date:

 6/25/14

Administrative Union President Signature: Date:

 6/26/14

Board of Education President Signature: Date:

 6/24/14