



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

Commissioner of Education
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August 28, 2013

Revised

Dr. Barbara Nuzzi, Superintendent
Tuckahoe Union Free School District
65 Siwanoy Blvd.
Eastchester, NY 10709

Dear Superintendent Nuzzi:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Harold Coles

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, October 15, 2012

Updated Friday, August 23, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

660302030000

1.2) School District Name:

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

Tuckahoe Union Free School District

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Submission of material changes to an approved APPR plan

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

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

Annual (2012-13)

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

Created Monday, October 15, 2012

Updated Tuesday, August 27, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	N.Y.S. Grades 4-5 ELA and Math assessments
1	School-or BOCES-wide, group or team results based on State assessments	N.Y.S. Grades 4-5 ELA and Math assessments
2	School-or BOCES-wide, group or team results based on State assessments	N.Y.S. Grades 4-5 ELA and Math assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For Grades K-2, we will take the average of SED provided growth scores for Grades 4-5 ELA and Grades 4-5 Math. For

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 3, the district has set a minimum rigor expectation for growth of a score of 3 or better on the N.Y.S. ELA assessment. This expectation was set based on the prior academic of the students. HEDI points will be awarded to a teacher based on the percentage of students meeting or exceeding the minimum rigor expectation for growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See charts 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See charts 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See charts 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See charts 2.11

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	N.Y.S. Grades 4-5 ELA and Math assessments
1	School-or BOCES-wide, group or team results based on State assessments	N.Y.S. Grades 4-5 ELA and Math assessments
2	School-or BOCES-wide, group or team results based on State assessments	N.Y.S. Grades 4-5 ELA and Math assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades K-2, we will take the average of SED provided growth scores for Grades 4-5 ELA and Grades 4-5 Math. For Grade 3, the district has set a minimum rigor expectation for growth of a score of 3 or better on the N.Y.S. Math assessment. This expectation was set based on the prior academic of the students. HEDI points will be awarded to a teacher based on the percentage of students meeting or exceeding the minimum rigor expectation for growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See charts 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See charts 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See charts 2.11

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). See charts 2.11

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Tuckahoe UFSD developed Grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Tuckahoe UFSD developed Grade 7 Science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has set based on the prior academic history of the students, a minimum rigor expectation for growth of a score of 3 or better for the State Science assessment and a score of 80% or better for the locally developed assessment. HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding their minimum rigor expectation for growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See charts 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See charts 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See charts 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See charts 2.11

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Tuckahoe UFSD Grade 6 SS assessment
7	District, regional or BOCES-developed assessment	Tuckahoe UFSD Grade 7 SS assessment
8	District, regional or BOCES-developed assessment	Tuckahoe UFSD Grade 8 SS assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the prior performance of the students, the district has set a minimum rigor expectation for growth of a score of 80% or better on the locally developed assessment. HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding their minimum rigor expectation for growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See charts 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See charts 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See charts 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See charts 2.11

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	N.Y.S. Global Studies Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has set based on the prior academic history of the students a minimum rigor expectation for growth of a score of 70 or better for Regents exams. HEDI points are awarded to a teacher based on the percentage of students meetings or exceeding the minimum rigor expectation for growth. For Global 1, points will be awarded based on the school wide percentage.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See charts 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See charts 2.11

Developing (3 - 8 points) Results are below District goals for similar students.	See charts 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See charts 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has set based on the prior academic history of the students a minimum rigor expectation for growth of a score of 70 or better for Regents exams. HEDI points are awarded to a teacher based on the percentage of students meetings or exceeding the minimum rigor expectation for growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See charts 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See charts 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See charts 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See charts 2.11

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has set based on the prior academic history of the students a minimum rigor expectation for growth of a score of 70 or better for Regents exams. HEDI points are awarded to a teacher based on the percentage of students meetings or exceeding the minimum rigor expectation for growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See charts 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See charts 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See charts 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See charts 2.11

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	N.Y.S. Comprehensive English Regents Exam and N.Y.S. Integrated Algebra 1 Regents Exam
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	N.Y.S. Comprehensive English Regents Exam and N.Y.S. Integrated Algebra 1 Regents Exam
Grade 11 ELA	Regents assessment	N.Y.S. English Comprehensive Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has set based on the prior academic history of the students a minimum rigor expectation for growth of a score of 70 or better for Regents exams. HEDI points are awarded to a teacher based on the percentage of students meetings or exceeding the minimum rigor expectation for growth. For ELA 9 and 10, points will be awarded based on the school wide percentage.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See charts 2.11

Developing (3 - 8 points) Results are below District goals for similar students.	See charts 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See charts 2.11

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/5364/196294-TXEttx9bQW/Task 2.11 Upload Tuckahoe_3.doc

2.12) Locally Developed Controls

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

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

None

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked

2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Monday, October 15, 2012

Updated Tuesday, August 27, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	N.Y.S. Grades 3-5 ELA and Math
5	6(ii) School wide measure computed locally	N.Y.S. Grades 3-5 ELA and Math
6	6(ii) School wide measure computed locally	N.Y.S. Grades 6-8 ELA and Math
7	6(ii) School wide measure computed locally	N.Y.S. Grades 6-8 ELA and Math
8	6(ii) School wide measure computed locally	N.Y.S. Grades 6-8 ELA and Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	HEDI categories determined by comparison of average of students who scored at proficiency (3) and mastery (4) on assessments indicated above in comparison to State-wide proficiency and mastery results for the current year.
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 adopted expectations for achievement for the grade level. Results indicate 20% and higher above state average at proficiency and mastery combined
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level. Results indicate 11-19% above state average at proficiency and mastery combined
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level. Results indicate 5-10% above state average at proficiency and mastery combined
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 adopted expectations for achievement for the grade level. Results indicate 4% and less above state average at proficiency and mastery combined

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	N.Y.S. Grades 3-5 ELA and Math
5	6(ii) School wide measure computed locally	N.Y.S. Grades 3-5 ELA and Math
6	6(ii) School wide measure computed locally	N.Y.S. Grades 6-8 ELA and Math
7	6(ii) School wide measure computed locally	N.Y.S. Grades 6-8 ELA and Math
8	6(ii) School wide measure computed locally	N.Y.S. Grades 6-8 ELA and Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	HEDI categories determined by comparison of average of students who scored at proficiency (3) and mastery (4) on assessments indicated above in comparison to State-wide proficiency and mastery results for the current year.
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 adopted expectations for growth for the grade level. Results indicate 20% and higher above state average at proficiency and mastery combined

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for growth for grade level. Results indicate 11-19% above state average at proficiency and mastery combined
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for growth for the grade level. Results indicate 5-10% above state average at proficiency and mastery combined
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results well-below District adopted expectations for growth for the grade level. Results indicate 4% and lower above state average at proficiency and mastery combined

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/196349-rhJdBgDruP/Task 3.3 and 3.13 Upload Tuckahoe_1.doc

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed

assessment that is rigorous and comparable across classrooms

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	N.Y.S. Grades 3-5 ELA and Math
1	6(ii) School-wide measure computed locally	N.Y.S. Grades 3-5 ELA and Math
2	6(ii) School-wide measure computed locally	N.Y.S. Grades 3-5 ELA and Math
3	6(ii) School-wide measure computed locally	N.Y.S. Grades 3-5 ELA and Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI categories determined by comparison of average of students who scored at proficiency (3) and mastery (4) on assessments indicated above in comparison to State-wide proficiency and mastery results for the current year.
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 adopted expectations for growth for the grade level. Results indicate 20% and higher above state average at proficiency and mastery combined
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for growth for the grade level. Results indicate 11-19% above state average at proficiency and mastery combined
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for growth for the grade level. Results indicate 5-10% above state average at proficiency and mastery combined
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	Results are well-below District adopted expectations for growth for the grade level. Results indicate 4% and lower above state

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	N.Y.S. Grades 3-5 ELA and Math
1	6(ii) School-wide measure computed locally	N.Y.S. Grades 3-5 ELA and Math
2	6(ii) School-wide measure computed locally	N.Y.S. Grades 3-5 ELA and Math
3	6(ii) School-wide measure computed locally	N.Y.S. Grades 3-5 ELA and Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI categories determined by comparison of average of students who scored at proficiency (3) and mastery (4) on assessments indicated above in comparison to State-wide proficiency and mastery results for the current year.
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 adopted expectations for growth for the grade level. Results indicate 20% and higher above state average at proficiency and mastery combined
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for growth for the grade level. Results indicate 11-19% above state average at proficiency and mastery combined
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for growth for the grade level. Results indicate 5-10% above state average at proficiency and mastery combined
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 adopted expectations for growth for grade level. Results indicate 4% and lower above state average at proficiency and mastery combined

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	N.Y.S. ELA and Math 6-8
7	6(ii) School wide measure computed locally	N.Y.S. ELA and Math 6-8
8	6(ii) School wide measure computed locally	N.Y.S. ELA and Math 6-8

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI categories determined by comparison of average of students who scored at proficiency (3) and mastery (4) on assessments indicated above in comparison to State-wide proficiency and mastery results for the current year.
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 adopted expectations for growth for the grade level. Results indicate 20% and higher above state average at proficiency and mastery combined
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for growth for the grade level. Results indicate 11-19% above state average at proficiency and mastery combined
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for growth for the grade level. Results indicate 5-10% above state average at proficiency and mastery combined
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 adopted expectations for growth for the grade level. Results indicate 4% or less above state average at proficiency and mastery combined

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	N.Y.S. Grades 6-8 ELA and Math assessments
7	6(ii) School wide measure computed locally	N.Y.S. Grades 6-8 ELA and Math assessments
8	6(ii) School wide measure computed locally	N.Y.S. Grades 6-8 ELA and Math assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI categories determined by comparison of average of students who scored at proficiency (3) and mastery (4) on assessments indicated above in comparison to State-wide proficiency and mastery results for the current year.
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 adopted expectations for growth for the grade level. Results indicate 20% and higher above state average at proficiency and mastery combined
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for growth for the grade level. Results indicate 11-19% above state average at proficiency and mastery combined

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for growth for the grade level. Results indicate 5-10% above state average at proficiency and mastery combined
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 adopted expectations for growth for the grade level. Results indicate 4% or less above state average at proficiency and mastery combined

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	N.Y.S. Comprehensive English and Integrated N.Y.S Algebra 1 Assessment
Global 2	6(ii) School wide measure computed locally	N.Y.S. Comprehensive English and Integrated N.Y.S Algebra 1 Assessment
American History	6(ii) School wide measure computed locally	N.Y.S. Comprehensive English and Integrated N.Y.S Algebra 1 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.	HEDI categories determined by comparison of average of students who scored at proficiency (65) and mastery (85) on assessments indicated above in comparison to State-wide proficiency and mastery results for the current year.
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 adopted expectations for growth for grade level. Results indicate 20% and higher above state average at proficiency and mastery combined
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for growth for the grade level. Results indicate 11-19% above state average at proficiency and mastery combined
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for growth for the grade level. Results indicate 5-10% above state average at proficiency and mastery combined
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 adopted expectations for growth for the grade level. Results indicate 4% or less above state average at proficiency and mastery combined

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	N.Y.S. Comprehensive English and Integrated N.Y.S Algebra 1 Assessment
Earth Science	6(ii) School wide measure computed locally	N.Y.S. Comprehensive English and Integrated N.Y.S Algebra 1 Assessment
Chemistry	6(ii) School wide measure computed locally	N.Y.S. Comprehensive English and Integrated N.Y.S Algebra 1 Assessment
Physics	6(ii) School wide measure computed locally	N.Y.S. Comprehensive English and Integrated N.Y.S Algebra 1 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.	HEDI categories determined by comparison of average of students who scored at proficiency (65) and mastery (85) on assessments indicated above in comparison to State-wide proficiency and mastery results for the current year.
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 adopted expectations for growth for the grade level. Results indicate 20% and higher above state average at proficiency and mastery combined
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below adopted expectations for growth for the grade level. Results indicate 5-10% above state average at proficiency and mastery combined
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for growth for the grade level. Results indicate 11-19% above state average at proficiency and mastery combined
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results well-below District adopted expectations for growth for the grade level. Results indicate 4% or less above state average at proficiency and mastery combined

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	N.Y.S. Comprehensive English and Integrated N.Y.S Algebra 1 Assessment
Geometry	6(ii) School wide measure computed locally	N.Y.S. Comprehensive English and Integrated N.Y.S Algebra 1 Assessment
Algebra 2	6(ii) School wide measure computed locally	N.Y.S. Comprehensive English and Integrated N.Y.S Algebra 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI categories determined by comparison of average of students who scored at proficiency (65) and mastery (85) on assessments indicated above in comparison to State-wide proficiency and mastery results for the current year.
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 adopted expectations for growth for the grade level. Results indicate 20% and higher above state average at proficiency and mastery combined
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for growth for the grade level. Results indicate 11-19% above state average at proficiency and mastery combined
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for growth for the grade level. Results indicate 5-10% above state average at proficiency and mastery combined
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 adopted expectations for growth for the grade level. Results indicate 4% or less above state average at proficiency and mastery combined

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	N.Y.S. Comprehensive English and Integrated N.Y.S. Algebra 1 Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	N.Y.S. Comprehensive English and Integrated N.Y.S. Algebra 1 Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	N.Y.S. Comprehensive English and Integrated N.Y.S. Algebra 1 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI categories determined by comparison of average of students who scored at proficiency (3 or 65) and mastery (4 or 85) on assessments indicated above in comparison to State-wide proficiency and mastery results for the current year.
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 adopted expectations for growth for the grade level. Results indicate 20% and higher above state average at proficiency and mastery combined
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for growth for the grade level. Results indicate 11-19% above state average at proficiency and mastery combined
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for growth for the grade level. Results indicate 5-10% above state average at proficiency and mastery combined
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 adopted expectations for growth for the grade level. Results indicate 4% or less above state average at proficiency and mastery combined

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/196349-y92vNseFa4/Task 3.3 and 3.13 Upload Tuckahoe_1.doc

3.14) Locally Developed Controls

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

None

3.15) Teachers with More Than One Locally Selected Measure

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

N/A

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, October 15, 2012

Updated Friday, August 23, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Using Danielson's Framework for Teaching (2011), Domains 1 is valued up to 5 points, Domains 2 and 3 are valued up to 30 points, and Domain 4 is valued up to 25 points for tenured teachers. Domains 1 is valued up to 5 points, Domains 2 and 3 are valued up to 50 points, and Domain 4 is valued up to 5 points for pre-tenured teachers.

Within each domain highly effective = 100% of the points, Effective = 90% of the points, Developing = 75% of the points, and Ineffective = 0 of the points. The attached chart provides additional detail regarding the weighting of the points. HEDI designation is based on the total rubric score as follows: Ineffective 0-43 points, Developing 44-50, Effective 51-54, and Highly Effective 55-60. Normal rounding rules apply. If a component is observed more than once across multiple observations and/or evidence collection, the scores will be averaged equally.

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

assets/survey-uploads/5091/196679-eka9yMJ855/Tuckahoe -4.5 Danielson Teacher Performance Rubric_6.xlsx

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.	Teacher performance and results on other measures exceed the NYS Teaching Standards. 55-60 points
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher performance and results on other measures meet the NYS Teaching Standards. 51-54 points
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teacher performance and results on other measures are below the NYS Teaching Standards. 44-50 points
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teacher performance and results on other measures are well-below the NYS Teaching Standards. 43 points or below.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	51-54
Developing	44-50
Ineffective	43 or below

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	4
4.7) Observations of Tenured Teachers Total	5

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?

5. Composite Scoring (Teachers)

Created Monday, October 15, 2012

Updated Friday, August 23, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (60 points)

Overall Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	55-60
Effective	51-54
Developing	44-50
Ineffective	0-43

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

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

**Overall
Composite Score**

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, October 15, 2012

Updated Sunday, August 25, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/196814-Df0w3Xx5v6/APPR 6.2 Teacher Improvement Plan.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Teacher Appeals Process

1. Only tenured teachers who receive a rating of "ineffective" and "developing" on their Annual Professional Performance Review ("APPR") may appeal their APPR through the procedure herein. Ratings of "effective" and "highly effective" may not be appealed. A teacher may file only one appeal from a single APPR. Those eligible for an appeal shall simply be referred to as "teacher" below.

Probationary teachers may not file appeals through the procedure herein or any other procedure but may submit a written response which shall be filed with the APPR.

“APPR” and “evaluation” are used interchangeably herein. “Business days” as used herein shall be defined as those days other than weekends and declared holidays, that the District’s Central Office is open.

2. Within three (3) business days of the receipt of a teacher’s APPR, the teacher may request in writing to meet with the evaluating administrator. This meeting should occur within five (5) business days of the teacher’s request. The purpose of such meeting is for the teacher and evaluating administrator to discuss possible changes to the evaluation based upon information provided by the teacher. The evaluating administrator shall advise the teacher in writing whether there will be any change in the evaluation either at the meeting or within five (5) business days of the meeting.

3. A teacher has ten (10) business days from receipt of the APPR or, if applicable, five (5) business days from receipt of the evaluating administrator’s response in paragraph “2” above, to submit a written appeal to the Superintendent setting forth any and all objections to the APPR. An appeal of an APPR must be based only upon one or more of the following grounds:

- a. the substance of the annual professional performance review;
- b. the school district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
- c. the school district’s adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and,
- d. the school district’s failure to issue and/or implement the terms of a Teacher Improvement Plan, where required under Education Law Section 3012-c.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why and how the APPR should be modified. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The burden of establishing that the APPR should be modified shall rest with the teacher.

4. The Superintendent, or his or her designee, will inform the evaluating administrator and the TTA President that the teacher has initiated the appeals process. The Superintendent will provide a copy of the appeal and the evaluation to the evaluating administrator, TTA President, and Appeals Committee (“Committee”, see below) within five (5) business days of receipt of the appeal from the evaluated teacher.

The evaluating administrator may, at his/her option, provide a written response to the appeal within five (5) business days of receipt of the Superintendent’s notification that an appeal has been filed. If a response is submitted, it must be submitted to the Superintendent, appealing teacher, TTA President, and to the Appeals Committee for its consideration of the appeal.

5. Appeals shall be referred for consideration to an APPR Appeal Committee (“Committee”), a standing committee made up of two tenured administrators from within the District appointed by the Superintendent of Schools, and two tenured teachers from within the District appointed by the President of the TTA. Members shall be appointed for a term of three years and all members shall be required to complete the training required of lead evaluators under the APPR regulations. All APPR training expenses shall be paid by the District. Appointments and/or replacements to the Committee will be completed by the TTA and the District, no later than ten (10) school days after the start of the school year. Any Committee vacancies shall be filled under the above procedure. The Committee shall determine its own rules and operating procedures, which may be altered as the Committee may deem necessary to hear any appeal.

6. An individual teacher or administrator personally involved in an evaluation shall be ineligible to serve as a Committee member for that specific appeal. Should this occur, the appealing teacher shall have the option of:

- a. having the appeal considered by one administrator and one teacher from the Committee; or,
- b. having a substitute appointed to replace the ineligible Committee member for that specific appeal only. If necessary, a substitute administrator shall be appointed by the Superintendent. If necessary, a substitute teacher shall be appointed by the TTA President. Substitutes to the Committee shall be appointed within five (5) business days. Lead evaluator training shall not be required for any substitute(s) appointed.

7. The Committee will convene within ten (10) calendar days of receipt from the Superintendent of the written appeal. The teacher’s written appeal, APPR, and evaluating administrator’s response (if any) shall comprise the record on appeal. Members of the

Committee will receive the appeal record at least 48 hours in advance of the scheduled meeting.

8. All Committee deliberations will be conducted privately and remain confidential except as is required below to further process an appeal.

a. The Committee will evaluate the merits of the appeal based on review of submitted written documentation.

b. If the Committee comes to consensus and is in agreement on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. This determination shall be provided to the appealing teacher, evaluating administrator, TTA president, and the Superintendent of Schools within five (5) calendar days of the meeting of the Committee.

c. If the Committee cannot reach consensus, the matter shall be referred to the Superintendent of Schools immediately following the meeting of the Committee. Each member of the Committee (individually or jointly with another member) may submit to the Superintendent within five (5) calendar days of the meeting of the Committee a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. Any Committee Member statements submitted shall not be disclosed to either the appealing teacher or evaluating administrator. The Superintendent of Schools will review all statements and the record on appeal and will make the final determination. The Superintendent's final determination shall be in writing and shall be issued within ten (10) business days of the Committee's notice that it could not reach a determination or, if applicable, within ten (10) calendar days of the Superintendent's receipt of any written Committee statements referenced above. Copies of the Superintendent's determination shall be provided to the appealing teacher, evaluating administrator and TTA president.

d. A copy of the APPR, the teacher's appeal, and the final written determination (Superintendent or Committee) shall be placed in the teacher's personnel file. A complete copy of the record on appeal, including any Committee Member statements, shall be separately maintained in a file in the Superintendent's office.

9. The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal. However, the failure of either the District or the TTA to abide by the above agreed upon process shall be subject to the grievance procedure set forth in the parties' collective bargaining agreement. Nothing contained in this provision shall prohibit a teacher who is the subject of discipline pursuant to the expedited disciplinary process of Education Law Section 3020-a from raising the validity of the APPR in question on any of the specific procedural (i.e. non-substantive) bases specifically raised in the teacher's appeal and set forth in support of the teacher's defense.

10. The parties agree that the Appeal process described herein shall be subject to review upon the mutual agreement of the parties. In the event of such agreement, parties agree to convene a committee comprised of three representatives of the Association and three representatives of the District to conduct such review. If during such review the parties agree upon changes to the appeal process, such changes shall be incorporated into this review process language. If the parties cannot agree upon changes proposed by either party, then the review process described herein shall remain unchanged. The District assures any changes to the appeals process will be made in accordance with Education Law Section 3012-c.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Training of Evaluators

The District will ensure that all Lead Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department (NYSED) model certification process.

The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with Southern Westchester Board of Cooperative Educational Services (SW-BOCES). Training will be conducted by SW-BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

This training will include the following Requirements for Lead Evaluators/Evaluators:

New York State Teaching Standards and ISLLC Standards

Evidence-based observation

Application and use of Student Growth Percentile and Value Added Growth Model data

Application and use of the State-approved teacher or principal rubrics

Application and use of any assessment tools used to evaluate teachers and principals

Application and use of State-approved locally selected measures of student achievement

Use of Statewide instructional Reporting System

Scoring methodology used to evaluate teachers and principals

Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.

Timing

For the 2012-2013 school year and thereafter, the lead evaluator(s) and principals shall be appropriately trained and certified by September 1st of each school year or thirty (30) days after appointment.

Re-Certification and Updated Training

The District will work to ensure that the lead evaluator(s) maintain inter-rater reliability over time and that they are re-certified on a periodic basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, October 16, 2012

Updated Friday, August 23, 2013

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

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

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

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

K-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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 setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

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

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, October 16, 2012

Updated Tuesday, August 27, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	N.Y.S. Grades 3-5 ELA and Math
6-8	(d) measures used by district for teacher evaluation	N.Y.S. Grades 6-8 ELA and Math
9-12	(d) measures used by district for teacher evaluation	N.Y.S. Comprehensive Regents English and N.Y.S. Integrated Algebra I Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI scores for principals based on school-wide average percentage at proficiency (3 or 65) and mastery (4 or 85) combined compared to State scores for the current year.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20% and above state average at proficiency and mastery combined
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	11-19% and above state average at proficiency and mastery combined
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	5-10% and above state average at proficiency and mastery combined
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	4% or higher than state average at proficiency and mastery combined

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)

assets/survey-uploads/5366/197922-8o9AH60arN/Task 8-1.1 Tuckahoe.doc

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)

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and

subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	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 setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

None

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.

We do not have any principals with multiple locally selected measures.

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, October 16, 2012

Updated Friday, August 23, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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)
NYC School Survey-2012 Teacher 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.

The Tuckahoe Union Free School District will use the Multidimensional Principal Performance Rubric and will weigh the six domains as follows: Domain 1-Shared vision of learning (8 points); Domain 2-School culture and instructional program (20 points); Domain 3-Safe, efficient, effective learning environment (16 points); Domain 4-Community (9 points); Domain 5-Integrity, fairness, ethics (5 points); and Domain 6-Political, social, economic, legal and cultural context (2 points). The evaluator will review all available data and evidence as reflected in each of the 6 domains. Each domain will be scored individually and the total of all subcomponent scores will result in a HEDI score of 0-60. Normal rounding rules will apply. If a component is observed more than once across multiple school visits and/or evidence collection, the scores will be averaged equally.

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

[assets/survey-uploads/5143/197950-pMADJ4gk6R/9.7 Multi-Dimensional Principal Performance Rubric_1.xlsx](#)

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

Highly Effective: Overall performance and results exceed standards.	Principal performance and results on other measures exceed the ISLLC Standards. 58-60 points
Effective: Overall performance and results meet standards.	Principal performance results on other measures meet the ISLLC Standards. 54-57 points
Developing: Overall performance and results need improvement in order to meet standards.	Principal performance and results on other measurers are below the ISLLC Standards. 45-53 points

Ineffective: Overall performance and results do not meet standards.

Principal performance and results on other measures are well-below the ISLLC Standards. 44 points and below.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	54-57
Developing	45-53
Ineffective	44 and below

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)

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Updated Tuesday, January 08, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, October 16, 2012

Updated Sunday, August 25, 2013

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

[assets/survey-uploads/5276/197994-Df0w3Xx5v6/APPR 11.2 Post Principal Plan.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Principal Appeals Process

1. Only tenured principal who receive a rating of “ineffective” and “developing” on their Annual Professional Performance Review (“APPR”) may appeal their APPR through the procedure herein. Ratings of “effective” and “highly effective” may not be appealed. A principal may file only one appeal from a single APPR. Those eligible for an appeal shall simply be referred to as “principal” below.

Probationary principal may not file appeals through the procedure herein or any other procedure but may submit a written response which shall be filed with the APPR.

“APPR” and “evaluation” are used interchangeably herein. “Business days” as used herein shall be defined as those days other than weekends and declared holidays, that the District’s Central Office is open.

2. Within five (5) business days of the receipt of a principal’s APPR, the principal may request in writing to meet with the evaluating administrator. This meeting shall occur within five (5) business days of the principal’s request. The purpose of such meeting is for the principal and evaluating administrator to discuss possible changes to the evaluation based upon information provided by the principal. The evaluating administrator shall advise the principal in writing whether there will be any change in the evaluation either at the meeting or within five (5) business days of the meeting.

3. A principal has ten (10) business days from receipt of the APPR or, if applicable, five (5) business days from receipt of the evaluating administrator’s response in paragraph “2” above, to submit a written appeal to the Superintendent setting forth any and all objections to the APPR. An appeal of an APPR must be based only upon one or more of the following grounds:

a. the substance of the annual professional performance review;

b. the school district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;

c. the school district’s adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and,

d. the school district’s failure to issue and/or implement the terms of a Principal Improvement Plan, where required under Education Law Section 3012-c.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why and how the APPR should be modified. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The burden of establishing that the APPR should be modified shall rest with the principal.

4. The Superintendent, or his or her designee, will inform the TAA President that the principal has initiated the appeals process. The Superintendent will provide a copy of the appeal and the evaluation to the evaluating administrator, TAA President, and Appeals Committee (“Committee”, see below) within five (5) business days of receipt of the appeal from the evaluated principal.

The Superintendent may, at his/her option, provide a written response to the appeal within five (5) business days of receipt of the notification that an appeal has been filed. If a response is submitted, it must be submitted to the appealing principal, TAA President, and to the Appeals Committee for its consideration of the appeal.

5. Appeals shall be referred for consideration to an APPR Appeal Committee (“Committee”), a standing committee made up of one administrators and/or outside consultant from within the District appointed by the Superintendent of Schools, and two tenured administrators from within the District appointed by the President of the TAA. Members shall be appointed for a term of three years and all members shall be required to complete the training required of lead evaluators under the APPR regulations. All APPR training expenses shall be paid by the District. Appointments and/or replacements to the Committee will be completed by the TAA and the District, no later than ten (10) school days after the start of the school year. Any Committee vacancies shall be filled under the above procedure. The Committee shall determine its own rules and operating procedures, which may be altered as the Committee may deem necessary to hear any appeal.

6. An individual administrator personally involved in an evaluation shall be ineligible to serve as a Committee member for that specific appeal. Should this occur, the appealing principal shall have the option of:

a. having the appeal considered by one central office administrator and one principal from the Committee; or,

b. having a substitute appointed to replace the ineligible Committee member for that specific appeal only. If necessary, a substitute administrator shall be appointed by the Superintendent. If necessary, a substitute administrator shall be appointed by the TAA President. Substitutes to the Committee shall be appointed within five (5) business days. Lead evaluator training shall not be required for any substitute(s) appointed.

7. The Committee will convene within ten (10) calendar days of receipt from the Superintendent of the written appeal. The principal’s written appeal, APPR, and evaluating administrator’s response (if any) shall comprise the record on appeal. Members of the Committee will receive the appeal record at least 48 hours in advance of the scheduled meeting.

8. All Committee deliberations will be conducted privately and remain confidential except as is required below to further process an appeal.

a. The Committee will evaluate the merits of the appeal based on review of submitted written documentation.

b. If the Committee comes to consensus and is in agreement on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. This determination shall be provided to the appealing principal, evaluating administrator, TAA president, and the Superintendent of Schools within five (5) calendar days of the meeting of the Committee.

c. If the Committee cannot reach consensus, the matter shall be referred to the Superintendent of Schools immediately following the meeting of the Committee. Each member of the Committee (individually or jointly with another member) may submit to the Superintendent within five (5) calendar days of the meeting of the Committee a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. Any Committee Member statements submitted shall not be disclosed to either the appealing teacher or evaluating administrator. The Superintendent of Schools will review all statements and the record on appeal and will make the final determination. The Superintendent's final determination shall be in writing and shall be issued within ten (10) business days of the Committee's notice that it could not reach a determination or, if applicable, within ten (10) calendar days of the Superintendent's receipt of any written Committee statements referenced above. Copies of the Superintendent's determination shall be provided to the appealing principal and TAA President.

d. A copy of the APPR, the principal's appeal, and the final written determination (Superintendent or Committee) shall be placed in the principal's personnel file. A complete copy of the record on appeal, including any Committee Member statements, shall be separately maintained in a file in the Superintendent's office.

9. The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal. However, the failure of either the District or the TAA to abide by the above agreed upon process shall be subject to the grievance procedure set forth in the parties' collective bargaining agreement. Nothing contained in this provision shall prohibit a principal who is the subject of discipline pursuant to the expedited disciplinary process of Education Law Section 3020-a from raising the validity of the APPR in question on any of the specific procedural (i.e. non-substantive) bases specifically raised in the principal's appeal and set forth in support of the principal's defense.

10. The parties agree that the Appeal process described herein shall be subject to review upon the mutual agreement of the parties. In the event of such agreement, parties agree to convene a committee comprised of three representatives of the Association and three representatives of the District to conduct such review. If during such review the parties agree upon changes to the appeal process, such changes shall be incorporated into this review process language. If the parties cannot agree upon changes proposed by either party, then the review process described herein shall remain unchanged. The District assures any changes to the appeals process will be made in accordance with Education Law Section 3012-c.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Training of Evaluators

The District will ensure that all Lead Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department (NYSED) model certification process.

The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with Southern Westchester Board of Cooperative Educational Services (SW-BOCES). Training will be conducted by SW-BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISLLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.

Timing

- For the 2012-2013 school year and thereafter, the lead evaluator(s) and principals shall be appropriately trained and certified by September 1st of each school year or thirty (30) days after appointment.

Re-Certification and Updated Training

The District will work to ensure that the lead evaluator(s) maintain inter-rater reliability over time and that they are re-certified on a periodic basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

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 Thursday, October 25, 2012

Updated Wednesday, August 28, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/207467-3Uqgn5g9Iu/DOC018-1.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.

TUCKAHOE UNION FREE SCHOOL DISTRICT

Post Teacher Improvement Plan

Post TIP Meeting Summary:

Additional Attachments Included:

The teacher's signature denotes receipt of the form, and acknowledgement that the evaluator has notified the employee of unacceptable performance.

Teacher's Signature: _____ Date _____

Evaluator's Signature: _____ Date _____

School(s):

TUCKAHOE UNION FREE SCHOOL DISTRICT

Teacher Improvement Plan

- I. Identification of areas that need improvement:

- II. Timeline for achieving improvement:

- III. Manner in which improvement will be assessed:

- IV. Differentiated activities to support improvement in these areas:

The teacher's signature denotes receipt of the form, and acknowledgement that the evaluator has notified the employee of unacceptable performance.

Teacher's Signature: _____ Date _____

Evaluator's Signature: _____ Date _____

School(s):

TUCKAHOE UNION FREE SCHOOL DISTRICT

ADMINISTRATORS ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Principal Improvement Plan

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

A PIP must be initiated whenever a Principal receives a rating of *developing or ineffective* in an annual evaluation. Both the Principal and the Superintendent shall meet for an evaluation conference no later than June 30th (or within two weeks of NYS ratings release) of the school year where the *developing or ineffective* evaluation is discussed. A PIP shall be designed with the Principal and the Superintendent or his/her designee.

The PIP must be in place no later than ten (10) school days from the beginning of the following school year. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

After the first quarter, the Superintendent will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the PIP may be adjusted appropriately and meetings among all parties will continue. At the end of the year, if the PIP goals are met, the PIP will terminate. The culmination of the PIP will be communicated in writing to the Principal. Both parties will sign the PIP at the end of the school year.

If the Principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed with the Principal and the Superintendent or his/her designee.

TUCKAHOE UNION FREE SCHOOL DISTRICT

Principal Improvement Plan

- I. Identification of areas that need improvement:

- II. Timeline for achieving improvement:

- III. Manner in which improvement will be assessed:

- IV. Differentiated activities to support improvement in these areas:

The teacher's signature denotes receipt of the form, and acknowledgement that the evaluator has notified the employee of unacceptable performance.

Teacher's Signature: _____ Date _____

Evaluator's Signature: _____ Date _____

School(s):

TUCKAHOE UNION FREE SCHOOL DISTRICT

Post Principal Improvement Plan

Post TIP Meeting Summary:

Additional Attachments Included:

The teacher's signature denotes receipt of the form, and acknowledgement that the evaluator has notified the employee of unacceptable performance.

Teacher's Signature: _____ Date _____

Evaluator's Signature: _____ Date _____

School(s):

TUFSD 9.7 MULTI-DIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC

DOMAINS AND ELEMENTS	Highly Effective	Effective (.90)	Developing (.75)	Ineffective
Domain 1: Shared Vision of Learning				
a. Culture	4	3.6	3.0	0
b. Sustainability	4	3.6	3.0	0
Domain 2: School Culture & Instruction				
a. Culture	4	3.6	3.0	0
b. Instructional program	4	3.6	3.0	0
c. Capacity building	4	3.6	3.0	0
d. Sustainability	4	3.6	3.0	0
e. Strategic planning process	4	3.6	3.0	0
Domain 3: Safe, Efficient, Effective Learning Environment				
a. Capacity building	4	3.0	3.0	0
b. Culture	4	3.0	3.0	0
c. Sustainability	4	3.0	3.0	0
d. Instructional program	4	3.0	3.0	0
Domain 4: Community				
a. Strategic planning process:	3	2.7	2.25	0
b. Culture	3	2.7	2.25	0
c. Sustainability	3	2.7	2.25	0
Domain 5: Integrity, Fairness, Ethics				
a. Sustainability	2.5	2.25	1.5	0
b. Culture	2.5	2.25	1.5	0
Domain 6: Political, Social, Economic, Legal & Cultural Context				
a. Sustainability	1.0	9.0	.75	0
b. Culture	1.0	9.0	.75	0
Total possible points:	60	54	45	0

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

TUFSD 4.5 DANIELSON PRE-TENURED TEACHER PERFORMANCE RUBRIC

Danielson Rubric Domains:	Highly Effective	Effective (.90)	Developing (.75)	Ineffective
Domain 1: Planning & Responsibility				
1a.	1.66	1.5	1.26	0
1b.	1.66	1.5	1.26	0
1c.	1.66	1.5	1.26	0
1d.	1.66	1.5	1.26	0
1e.	1.66	1.5	1.26	0
1f.	1.66	1.5	1.26	0
Domain 2: Classroom Environment				0
2a.	4	3.6	3	0
2b.	4	3.6	3	0
2c.	4	3.6	3	0
2d.	4	3.6	3	
2e.	4	3.6	3	0
Domain 3: Instruction				0
3a.	4	3.6	3	0
3b.	4	3.6	3	0
3c.	4	3.6	3	0
3d.	4	3.6	3	0
3e.	4	3.6	3	0
Domain 4: Professional Responsibilities				
4a.	1.66	1.5	1.26	0
4b.	1.66	1.5	1.26	0
4c.	1.66	1.5	1.26	0
4d.	1.66	1.5	1.26	0
4e.	1.66	1.5	1.26	0
4f.	1.66	1.5	1.26	0
Total possible points:	60	54	45	0

Rating	Point Range
Highly Effective	55-60
Effective	50-54
Developing	44-50
Ineffective	0-43

TUFSD 4.5 DANIELSON TENURED TEACHER PERFORMANCE RUBRIC

Danielson Rubric Domains:	Highly Effective	Effective (.90)	Developing (.75)	Ineffective
Domain 1: Planning & Responsibility				
1a.	0.83	0.75	0.63	0
1b.	0.83	0.75	0.63	0
1c.	0.83	0.75	0.63	0
1d.	0.83	0.75	0.63	0
1e.	0.83	0.75	0.63	0
1f.	0.83	0.75	0.63	0
Domain 2: Classroom Environment				0
2a.	3	2.7	2.25	0
2b.	3	2.7	2.25	0
2c.	3	2.7	2.25	0
2d.	3	2.7	2.25	
2e.	3	2.7	2.25	0
Domain 3: Instruction				0
3a.	3	2.7	2.25	0
3b.	3	2.7	2.25	0
3c.	3	2.7	2.25	0
3d.	3	2.7	2.25	
3e.	3	2.7	2.25	0
Domain 4: Professional Responsibilities				0
4a.	4.2	3.75	3.12	0
4b.	4.2	3.75	3.12	0
4c.	4.2	3.75	3.12	0
4d.	4.2	3.75	3.12	0
4e.	4.2	3.75	3.12	0
4f.	4.2	3.75	3.12	0
Total possible points:	60	54	45	0

Rating	Point Range
Highly Effective	55-60
Effective	50-54
Developing	44-50
Ineffective	0-43

Tuckahoe UFSD

HEDI Chart for Task 2.11																				
% of students meeting or exceeding applicable growth target/minimum rigor expectation for growth																				
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
95-100	90-94	85-89	84	83	82	81	76-80	71-75	66-70	65	64	62-63	61	60	59	58	56-57	51-55	23-50	0-22

HEDI Chart for Task 2.11																				
(25 to 20 point conversion (For use when VA Model is approved))																				
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
25	24	23-22	21-20	19	18	17-16	15-14	13	12	11	10	9-8	7	6	5	4	3	2	1	0

Tuckahoe UFSD

HEDI Chart for Tasks 3.3 and 3.13															
Difference of % of students achieving proficiency (3 or higher (State); 65 or higher (Regents)) as compared to State Average															
<u>Highly Effective</u>		<u>Effective</u>						<u>Developing</u>					<u>Ineffective</u>		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
≥21	20	19	18	17-16	15-14	13-12	11	10	9	8-7	6	5	4-3	2-1	0

HEDI Chart for Task 3.3 and 3.13 (WITHOUT VALUE-ADDED)																				
Difference of % of students achieving proficiency (3 or higher (State); 65 or higher (Regents)) as compared to State Average																				
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
≥23	22-21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4-3	2-1	0

Tuckahoe UFSD

HEDI Chart for Tasks 3.3 and 3.13															
Difference of % of students achieving proficiency (3 or higher (State); 65 or higher (Regents)) as compared to State Average															
<u>Highly Effective</u>		<u>Effective</u>						<u>Developing</u>					<u>Ineffective</u>		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
≥21	20	19	18	17-16	15-14	13-12	11	10	9	8-7	6	5	4-3	2-1	0

HEDI Chart for Task 3.3 and 3.13 (WITHOUT VALUE-ADDED)																				
Difference of % of students achieving proficiency (3 or higher (State); 65 or higher (Regents)) as compared to State Average																				
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
≥23	22-21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4-3	2-1	0

TUFSD 4.5 DANIELSON PRE-TENURED TEACHER PERFORMANCE RUBRIC

Danielson Rubric Domains:	Highly Effective	Effective (.90)	Developing (.75)	Ineffective
Domain 1: Planning & Responsibility				
1a.	1.66	1.5	1.26	0
1b.	1.66	1.5	1.26	0
1c.	1.66	1.5	1.26	0
1d.	1.66	1.5	1.26	0
1e.	1.66	1.5	1.26	0
1f.	1.66	1.5	1.26	0
Domain 2: Classroom Environment				0
2a.	4	3.6	3	0
2b.	4	3.6	3	0
2c.	4	3.6	3	0
2d.	4	3.6	3	
2e.	4	3.6	3	0
Domain 3: Instruction				0
3a.	4	3.6	3	0
3b.	4	3.6	3	0
3c.	4	3.6	3	0
3d.	4	3.6	3	0
3e.	4	3.6	3	0
Domain 4: Professional Responsibilities				
4a.	1.66	1.5	1.26	0
4b.	1.66	1.5	1.26	0
4c.	1.66	1.5	1.26	0
4d.	1.66	1.5	1.26	0
4e.	1.66	1.5	1.26	0
4f.	1.66	1.5	1.26	0
Total possible points:	60	54	45	0

Rating	Point Range
Highly Effective	55-60
Effective	51-54
Developing	44-50
Ineffective	0-43

TUFSD 4.5 DANIELSON TENURED TEACHER PERFORMANCE RUBRIC

Danielson Rubric Domains:	Highly Effective	Effective (.90)	Developing (.75)	Ineffective
Domain 1: Planning & Responsibility				
1a.	0.83	0.75	0.63	0
1b.	0.83	0.75	0.63	0
1c.	0.83	0.75	0.63	0
1d.	0.83	0.75	0.63	0
1e.	0.83	0.75	0.63	0
1f.	0.83	0.75	0.63	0
Domain 2: Classroom Environment				0
2a.	3	2.7	2.25	0
2b.	3	2.7	2.25	0
2c.	3	2.7	2.25	0
2d.	3	2.7	2.25	
2e.	3	2.7	2.25	0
Domain 3: Instruction				0
3a.	3	2.7	2.25	0
3b.	3	2.7	2.25	0
3c.	3	2.7	2.25	0
3d.	3	2.7	2.25	
3e.	3	2.7	2.25	0
Domain 4: Professional Responsibilities				0
4a.	4.2	3.75	3.12	0
4b.	4.2	3.75	3.12	0
4c.	4.2	3.75	3.12	0
4d.	4.2	3.75	3.12	0
4e.	4.2	3.75	3.12	0
4f.	4.2	3.75	3.12	0
Total possible points:	60	54	45	0

Rating	Point Range
Highly Effective	55-60
Effective	50-54
Developing	44-50
Ineffective	0-43

TUCKAHOE UNION FREE SCHOOL DISTRICT

Post Teacher Improvement Plan

Post TIP Meeting Summary:

Additional Attachments Included:

The teacher's signature denotes receipt of the form, and acknowledgement that the evaluator has notified the employee of unacceptable performance.

Teacher's Signature: _____ Date _____

Evaluator's Signature: _____ Date _____

School(s):

TUCKAHOE UNION FREE SCHOOL DISTRICT

Teacher Improvement Plan

- I. Identification of areas that need improvement:
- II. Timeline for achieving improvement:
- III. Manner in which improvement will be assessed:
- IV. Differentiated activities to support improvement in these areas:

The teacher's signature denotes receipt of the form, and acknowledgement that the evaluator has notified the employee of unacceptable performance.

Teacher's Signature: _____ Date _____

Evaluator's Signature: _____ Date _____

School(s):

Tuckahoe UFSD

HEDI Chart for Tasks 8.1															
Difference of % of students achieving proficiency (3 or higher (State); 65 or higher (Regents)) as compared to State Average															
<u>Highly Effective</u>		<u>Effective</u>						<u>Developing</u>					<u>Ineffective</u>		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
≥21	20	19	18	17-16	15-14	13-12	11	10	9	8-7	6	5	4-3	2-1	0

HEDI Chart for Task 8.1 (WITHOUT VALUE-ADDED)																				
Difference of % of students achieving proficiency (3 or higher (State); 65 or higher (Regents)) as compared to State Average																				
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
≥23	22-21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4-3	2-1	0

TUFSD 9.7 MULTI-DIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC

DOMAINS AND ELEMENTS	Highly Effective	Effective (.90)	Developing (.75)	Ineffective
Domain 1: Shared Vision of Learning				
a. Culture	4	3.6	3.0	0
b. Sustainability	4	3.6	3.0	0
Domain 2: School Culture & Instruction				
a. Culture	4	3.6	3.0	0
b. Instructional program	4	3.6	3.0	0
c. Capacity building	4	3.6	3.0	0
d. Sustainability	4	3.6	3.0	0
e. Strategic planning process	4	3.6	3.0	0
Domain 3: Safe, Efficient, Effective Learning Environment				
a. Capacity building	4	3.0	3.0	0
b. Culture	4	3.0	3.0	0
c. Sustainability	4	3.0	3.0	0
d. Instructional program	4	3.0	3.0	0
Domain 4: Community				
a. Strategic planning process:	3	2.7	2.25	0
b. Culture	3	2.7	2.25	0
c. Sustainability	3	2.7	2.25	0
Domain 5: Integrity, Fairness, Ethics				
a. Sustainability	2.5	2.25	1.5	0
b. Culture	2.5	2.25	1.5	0
Domain 6: Political, Social, Economic, Legal & Cultural Context				
a. Sustainability	1.0	9.0	.75	0
b. Culture	1.0	9.0	.75	0
Total possible points:	60	54	45	0

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

TUCKAHOE UNION FREE SCHOOL DISTRICT

ADMINISTRATORS ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Principal Improvement Plan

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

A PIP must be initiated whenever a Principal receives a rating of *developing or ineffective* in an annual evaluation. Both the Principal and the Superintendent shall meet for an evaluation conference no later than June 30th (or within two weeks of NYS ratings release) of the school year where the *developing or ineffective* evaluation is discussed. A PIP shall be designed with the Principal and the Superintendent or his/her designee.

The PIP must be in place no later than ten (10) school days from the beginning of the following school year. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

After the first quarter, the Superintendent will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the PIP may be adjusted appropriately and meetings among all parties will continue. At the end of the year, if the PIP goals are met, the PIP will terminate. The culmination of the PIP will be communicated in writing to the Principal. Both parties will sign the PIP at the end of the school year.

If the Principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed with the Principal and the Superintendent or his/her designee.

TUCKAHOE UNION FREE SCHOOL DISTRICT

Principal Improvement Plan

- I. Identification of areas that need improvement:
- II. Timeline for achieving improvement:
- III. Manner in which improvement will be assessed:
- IV. Differentiated activities to support improvement in these areas:

The teacher's signature denotes receipt of the form, and acknowledgement that the evaluator has notified the employee of unacceptable performance.

Teacher's Signature: _____ Date _____

Evaluator's Signature: _____ Date _____

School(s): _____

TUCKAHOE UNION FREE SCHOOL DISTRICT

Post Principal Improvement Plan

Post TIP Meeting Summary:

Additional Attachments Included:

The teacher's signature denotes receipt of the form, and acknowledgement that the evaluator has notified the employee of unacceptable performance.

Teacher's Signature: _____ Date _____

Evaluator's Signature: _____ Date _____

School(s):

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 8/27/13

Barbara Nuzzi

Teachers Union President Signature: Date: 8/27/13

[Handwritten Signature]

Administrative Union President Signature: Date: 8/27/13

Bob Lutz

Board of Education President Signature: Date: 8/27/13

[Handwritten Signature]