



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

Commissioner of Education
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October 15, 2012

Kraig D. Pritts, Superintendent
Tully Central School District
20 State St.
Tully, NY 13159

Dear Superintendent Pritts:

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: J. Francis Manning

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, June 08, 2012

Updated Friday, September 21, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 421902040000

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

421902040000

1.2) School District Name: TULLY CSD

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

TULLY CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, June 08, 2012

Updated Thursday, October 11, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	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 subcomponent. If needed, you may upload a table or graphic at	See uploaded APPR Supplement 2.11.
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2.11, below.	
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded APPR Supplement 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded APPR Supplement 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded APPR Supplement 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded APPR Supplement 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	State-approved 3rd party assessment	AIMSWeb Math
1	State-approved 3rd party assessment	AIMSWeb Math
2	State-approved 3rd party assessment	AIMSWeb Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded APPR Supplement 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded APPR Supplement 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded APPR Supplement 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded APPR Supplement 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded APPR Supplement 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	6th Grade Pre and post administration of locally developed assessment tool for Science

7	District, regional or BOCES-developed assessment	7th Grade Pre and post administration of locally developed assessment tool for Science
	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.	See uploaded APPR Supplement 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded APPR Supplement 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded APPR Supplement 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded APPR Supplement 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded APPR Supplement 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	6th Grade Pre and post administration of locally developed assessment tool in Social Studies
7	District, regional or BOCES-developed assessment	7th Grade Pre and post administration of locally developed assessment tool in Social Studies
8	District, regional or BOCES-developed assessment	8th Grade Pre and post administration of locally developed assessment tool in Social Studies

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.	See uploaded APPR Supplement 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded APPR Supplement 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded APPR Supplement 2.11.

Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded APPR Supplement 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded APPR Supplement 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	District, regional, or BOCES-developed assessment	Global 1 Pre and post administration of locally developed assessment tool

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.	See uploaded APPR Supplement 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded APPR Supplement 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded APPR Supplement 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded APPR Supplement 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded APPR Supplement 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.	See uploaded APPR Supplement 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded APPR Supplement 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded APPR Supplement 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded APPR Supplement 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded APPR Supplement 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
Algebra 2	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded APPR Supplement 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded APPR Supplement 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded APPR Supplement 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded APPR Supplement 2.11.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded APPR Supplement 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded APPR Supplement 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded APPR Supplement 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded APPR Supplement 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded APPR Supplement 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/5364/140760-TXEttx9bQW/APPR Supplement 2.11_4.pdf

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.

No controls.

2.13) Teachers with more than one growth measure

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

grade math courses.)

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://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 Friday, June 08, 2012

Updated Friday, September 21, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Tully Central School 4th Grade ELA Mid-Term Assessment
5	5) District, regional, or BOCES–developed assessments	Tully Central School 5th Grade ELA Mid-Term Assessment

6	5) District, regional, or BOCES–developed assessments	Tully Central School 6th Grade ELA Mid-Term Assessment
7	5) District, regional, or BOCES–developed assessments	Tully Central School 7th Grade ELA Mid-Term Assessment
8	5) District, regional, or BOCES–developed assessments	Tully Central School 8th Grade ELA Mid-Term Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See uploaded APPR Supplement 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.3.n.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.3.

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	5) District, regional, or BOCES–developed assessments	Tully Central School 4th Grade Math Mid-Term Assessment
5	5) District, regional, or BOCES–developed assessments	Tully Central School 5th Grade Math Mid-Term Assessment
6	5) District, regional, or BOCES–developed assessments	Tully Central School 6th Grade Math Mid-Term Assessment
7	5) District, regional, or BOCES–developed assessments	Tully Central School 7th Grade Math Mid-Term Assessment
8	5) District, regional, or BOCES–developed assessments	Tully Central School 8th Grade Math Mid-Term Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See uploaded APPR Supplement 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.3.

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/5139/140762-rhJdBgDruP/APPR Supplement 3.3_2.pdf

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	5) District, regional, or BOCES-developed assessments	Tully Central School Kindergarten ELA Mid-Term Assessment
1	5) District, regional, or BOCES-developed assessments	Tully Central School 1st Grade ELA Mid-Term Assessment
2	5) District, regional, or BOCES-developed assessments	Tully Central School 2nd ELA Mid-Term Assessment
3	5) District, regional, or BOCES-developed assessments	Tully Central School 3rd ELA Mid-Term Assessment

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded APPR Supplement 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.

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	5) District, regional, or BOCES–developed assessments	Tully Central School Kindergarten Math Mid-Term Assessment
1	5) District, regional, or BOCES–developed assessments	Tully Central School 1st Grade Math Mid-Term Assessment
2	5) District, regional, or BOCES–developed assessments	Tully Central School 2nd Math Mid-Term Assessment
3	5) District, regional, or BOCES–developed assessments	Tully Central School 3rd Math Mid-Term Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded APPR Supplement 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Tully Central School 6th Grade Science Mid-Term Assessment
7	5) District, regional, or BOCES–developed assessments	Tully Central School 7th Grade Science Mid-Term Assessment
8	5) District, regional, or BOCES–developed assessments	Tully Central School 8th Grade Science Mid-Term Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded APPR Supplement 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded information.

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	5) District, regional, or BOCES–developed assessments	Tully Central School 6th Grade Social Studies Mid-Term Assessment
7	5) District, regional, or BOCES–developed assessments	Tully Central School 7th Grade Social Studies Mid-Term Assessment
8	5) District, regional, or BOCES–developed assessments	Tully Central School 8th Grade Social Studies Mid-Term Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded APPR Supplement 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Tully Central School Global 1 Mid-Term Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Tully Central School Global 2 Mid-Term Assessment
American History	5) District, regional, or BOCES–developed assessments	Tully Central School American History Mid-Term 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.	See uploaded APPR Supplement 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
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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	5) District, regional, or BOCES–developed assessments	Tully Central School Living Environment Mid-Term Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Tully Central School Earth Science Mid-Term Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Tully Central School Chemistry Mid-Term Assessment
Physics	5) District, regional, or BOCES–developed assessments	Tully Central School Physics Mid-Term 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.	See uploaded APPR Supplement 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Tully Central School Algebra 1 Mid-Term Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Tully Central School Geometry Mid-Term Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Tully Central School Algebra 2 Mid-Term 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.	See uploaded APPR Supplement 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.

3.11) High School English Language Arts

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

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

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

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

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 3.13.

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/5139/140762-y92vNseFa4/APPR Supplement 3.13_2.pdf

3.14) Locally Developed Controls

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

No controls.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with more than one locally selected measure will have their scores combined commensurate with the ratio of students tested or the number of assessments administered to the same population.

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, June 11, 2012

Updated Friday, September 21, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The use of our rubric tool will result in a one to one point relationship with the 0-60 point range for other measures of effectiveness. The determination of the HEDI ratings will be made according to the Other Measures or Effectiveness (60 points) column of Table A or Table B as applicable in APPR Supplement 4.5.

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See uploaded document APPR Supplement 4.5.
Effective: Overall performance and results meet NYS Teaching Standards.	See uploaded document APPR Supplement 4.5.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See uploaded document APPR Supplement 4.5.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See uploaded document APPR Supplement 4.5.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- Both
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Monday, June 18, 2012

Updated Friday, September 21, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, June 12, 2012

Updated Thursday, October 11, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/141985-Df0w3Xx5v6/APPR Supplement 6.2_2.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:

Timeframe for filing an appeal

All appeals must be submitted in writing no later than ten (10) work days of the date when the principal or teacher receives his/her annual professional performance review. If a principal or teacher is challenging the issuance of an improvement plan, appeals must be filed within ten (10) work days of the issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a

waiver of the right to appeal and the appeal shall be deemed abandoned.

Appeal process

When filing an appeal, the principal or teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

After receiving a principal or teacher appeal, the superintendent will convene a Review Team comprised of two (2) members of the Tully Teachers' Association (to be selected by the teacher bargaining unit) and two (2) members of the Administrator Bargaining Unit (to be selected by the administrator bargaining unit) within ten (10) work days of the receipt of the appeal. No principal or teacher involved in the appeal may serve as a member of their own Review Team. The role of the Review Team will be to evaluate facts and evidence submitted by the principal or teacher and to make a decision on the appeal. In such instances where the Review Team is unable to reach a decision on an appeal due to a tied vote, the Superintendent of Schools (or the School Business Administrator in the absence of the Superintendent of Schools) will cast the tie breaking vote.

The presence of the appellant and the evaluator(s) are requested on the day of the Review Team meeting. If the person making the appeal chooses not to be present, the appeal moves directly to decision making by the Review Team on the basis of the written appeal submission. No other documentation or information may be used in the decision making process.

A written decision based on the merits of the appeal shall be rendered by the Review Team no later than ten (10) work days after the Review Team meeting. The appeal shall be based on the written record, submitted to the Review Team, comprised of the principal or teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers to the Review Team. Such decision shall be final and binding and shall not be subject to further appeal under the collective bargaining agreement or in any administrative or judicial forum.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The lead evaluator training for all persons in this role shall be administered by the Onondaga Madison Cortland BOCES through staff trained for this process by the state. Through that process the initial training covered two days in the summer and six half days during the school year. The training covered topics including process, rubrics, inter-rater reliability, appeal processes and evaluation of classroom situations via video.

Each trainee is then certified by the Superintendent of Schools as well as through a Board of Education resolution.

This certification process will be repeated annually to provide a re-certification of all lead evaluators and evaluators.

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 Monday, June 11, 2012

Updated Friday, September 21, 2012

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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-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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.	We have no principals that require SLOs for the Comparable Growth Measures subcomponent.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	We have no principals that require SLOs for the Comparable Growth Measures subcomponent.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	We have no principals that require SLOs for the Comparable Growth Measures subcomponent.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	We have no principals that require SLOs for the Comparable Growth Measures subcomponent.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	We have no principals that require SLOs for the Comparable Growth Measures subcomponent.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, June 18, 2012

Updated Friday, September 21, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	AIMSWeb ELA
7-12	(h) students' progress toward graduation	Credit Accumulation by the end of 10th grade

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.	See uploaded APPR Supplement 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded APPR Supplement 8.1.

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

(No response)

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

assets/survey-uploads/5366/143593-qBFVOWF7fC/APPR Supplement 8.1_2.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.	No principals fall into this category.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	No principals fall into this category.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	No principals fall into this category.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	No principals fall into this category.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	No principals fall into this category.

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.

No controls.

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Monday, June 11, 2012

Updated Thursday, October 11, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The use of our rubric tool will result in a one to one point relationship with the 0-60 point range for other measures of effectiveness. The determination of the HEDI ratings will be made according to the Other Measures or Effectiveness (60 points) column of Table A or Table B as applicable in APPR Supplement 4.5.

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/5143/141429-pMADJ4gk6R/APPR Supplement 9.7_3.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	See uploaded APPR Supplement 9.7.
Effective: Overall performance and results meet standards.	See uploaded APPR Supplement 9.7.
Developing: Overall performance and results need improvement in order to meet standards.	See uploaded APPR Supplement 9.7.
Ineffective: Overall performance and results do not meet standards.	See uploaded APPR Supplement 9.7.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, June 18, 2012

Updated Friday, September 21, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

Results are well above District- or BOCES- adopted expectations for 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	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, June 11, 2012

Updated Thursday, October 11, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/141428-Df0w3Xx5v6/APPR Supplement 11.2_3.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:

Timeframe for filing an appeal

All appeals must be submitted in writing no later than ten (10) work days of the date when the principal or teacher receives his/her annual professional performance review. If a principal or teacher is challenging the issuance of an improvement plan, appeals must be filed within ten (10) work days of the issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Appeal process

When filing an appeal, the principal or teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

After receiving a principal or teacher appeal, the superintendent will convene a Review Team comprised of two (2) members of the Tully Teachers' Association (to be selected by the teacher bargaining unit) and two (2) members of the Administrator Bargaining Unit (to be selected by the administrator bargaining unit) within ten (10) work days of the receipt of the appeal. No principal or teacher involved in the appeal may serve as a member of their own Review Team. The role of the Review Team will be to evaluate facts and evidence submitted by the principal or teacher and to make a decision on the appeal. In such instances where the Review Team is unable to reach a decision on an appeal due to a tied vote, the Superintendent of Schools (or the School Business Administrator in the absence of the Superintendent of Schools) will cast the tie breaking vote.

The presence of the appellant and the evaluator(s) are requested on the day of the Review Team meeting. If the person making the appeal chooses not to be present, the appeal moves directly to decision making by the Review Team on the basis of the written appeal submission. No other documentation or information may be used in the decision making process.

A written decision based on the merits of the appeal shall be rendered by the Review Team no later than ten (10) work days after the Review Team meeting. The appeal shall be based on the written record, submitted to the Review Team, comprised of the principal or teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers to the Review Team. Such decision shall be final and binding and shall not be subject to further appeal under the collective bargaining agreement or in any administrative or judicial forum.

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.

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 each training.

The lead evaluator training for all persons in this role shall be administered by the Onondaga Madison Cortland BOCES through staff trained for this process by the state. Through that process the initial training covered two days in the summer and six half days during the school year. The training covered topics including process, rubrics, inter-rater reliability, appeal processes and evaluation of classroom situations via video.

Each trainee is then certified by the Superintendent of Schools as well as through a Board of Education resolution.

This certification process will be repeated annually to provide a re-certification of all lead evaluators and evaluators.

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
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11.7) Assurances -- Data

Please check all of the boxes below:

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

Created Monday, June 11, 2012

Updated Thursday, October 11, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/141426-3Uqgn5g9Iu/APPR 12 Joint Certification of APPR Plan.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.

Tully Central School District 421902040000

APPR Supplement 2.11

Items 2.2 through 2.10

For grades K-2,

In these grades the AIMSweb fall and spring data will be used to determine growth in the areas of ELA and math.

Subsequent to spring testing, a report will be generated by AiMSweb that will list the *growth percentile* for each student in each tested area.

When developing SLOs in the fall, the teachers will use baseline data including the AIMSweb fall score to develop individual target(s) for the teacher in the format shown below:

“At least ____% of the students in _____ will score at the _____ growth percentile or higher.”

Once the spring results are available, the students’ scores as to whether or not each individual score met the teacher’s goal(s) will be applied to Table B to determine a HEDI score for the teacher in each tested area.

For grade 3

For grade 3 teachers will analyze baseline data including fall scores from AIMSweb and will set target(s) based on the *Performance Level* (PL) reports that will be generated from the Grade 3 ELA and math assessments. (The fall scores from AIMSweb include norm-referenced national percentile reports of “well below average,” “below average,” “average” and “well above average” that correlate to NYS Performance Levels of 1,2,3 and 4 respectively.) Those scores will be converted using the formula in Table A and then used to determine a HEDI score for the teacher using Table B.

Table A

$$\frac{((\# \text{ of students scoring in PL 2, 3, 4}) + (\# \text{ of students scoring in PL 3, 4})) \times 10}{\text{Total \# of students tested}}$$

(continued)

Table B

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95+	94-90	89-85	84	83	82	81	80-79	78-77	76-75	74-73	72-70	69-66	65-62	61-58	57-54	53-52	51-50	49-30	29-15	14-0

All courses and subject areas that are based upon Regents or state assessments will use the same scoring mechanism as described above in Table A and applied to the appropriate score area for locally-selected measures of growth or achievement in the Table B above.

For all other grades and courses

Where an SLO is in place, the formula and associated HEDI scoring found in Table C will be applicable. These figures also correspond with the scoring bands in Table B.

Table C

Evidence	<ol style="list-style-type: none"> District-wide pre-assessment administered at the beginning of the school year District-wide summative assessment administered at the end of the school year 			
Baseline	Summary of student results on 1 above.			
Target(s) and HEDI Scoring	___% of students scoring ___% on baseline assessment will score ___% or higher, as measured by the summative assessment .			
	High Effective (18-20 points)	Effective (9-17 points)	Developing (3-8 points)	Ineffective (0-2 points)
	85-100% of students meet above targets	70-84% of students meet above targets	50-69% of students meet above targets	0-49% of students meet above targets

Tully Central School District 421902040000

APPR Supplement 3.3

Items 3.1 and 3.2

Table A below represents the scoring mechanism to be used in the local achievement levels where there is a value added measure in place. Table B below represents the scoring mechanism to be used in the local achievement levels where there is no approved value added measure in place. For each of the assessments administered in the locally developed assessment tool, the formula below will be applied. The result of that formula will be applied to the appropriate locally-selected measures of growth or achievement in the Table C

Table A

Assessment Score	Performance Level (PL)
0-54	1
55-64	2
65-84	3
85-100	4

$$\frac{((\# \text{ students scoring PL 2, 3, 4}) + (\# \text{ students scoring 3, 4})) \times 7.5}{\text{Total \# of students tested}}$$

Table B

Assessment Score	Performance Level (PL)
0-54	1
55-64	2
65-84	3
85-100	4

$$\frac{((\# \text{ students scoring PL 2, 3, 4}) + (\# \text{ students scoring 3, 4})) \times 10}{\text{Total \# of students tested}}$$

Table C

For 2012-13 for educators for whom there is no approved Value-Added measure for student growth the scoring ranges 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	55-60	91-100
Effective	9-17	9-17	45-54	75-90
Developing	3-8	3-8	39-44	65-74
Ineffective	0-2	0-2	0-38	0-64

For 2012-13 for educators for whom there is an approved Value-Added measure for student growth the scoring ranges 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	55-60	91-100
Effective	10-21	8-13	45-54	75-90
Developing	3-9	3-7	39-44	65-74
Ineffective	0-2	0-2	0-38	0-64

Tully Central School District 421902040000

APPR Supplement 3.13

Items 3.4 through 3.12

Table A below represents the scoring mechanism to be used in the local achievement levels where there is a value added measure in place. Table B below represents the scoring mechanism to be used in the local achievement levels where there is no approved value added measure in place. For each of the assessments administered in the locally developed assessment tool, the formula below will be applied. The result of that formula will be applied to the appropriate locally-selected measures of growth or achievement in the Table C

Table A

Assessment Score	Performance Level (PL)
0-54	1
55-64	2
65-84	3
85-100	4

$$\frac{((\# \text{ students scoring PL 2, 3, 4}) + (\# \text{ students scoring 3, 4})) \times 7.5}{\text{Total \# of students tested}}$$

Table B

Assessment Score	Performance Level (PL)
0-54	1
55-64	2
65-84	3
85-100	4

$$\frac{((\# \text{ students scoring PL 2, 3, 4}) + (\# \text{ students scoring 3, 4})) \times 10}{\text{Total \# of students tested}}$$

Table C

<i>For 2012-13 for educators for whom there is <u>no approved Value-Added measure for student growth</u> the scoring ranges will be:</i>				
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	55-60	91-100
Effective	9-17	9-17	45-54	75-90
Developing	3-8	3-8	39-44	65-74
Ineffective	0-2	0-2	0-38	0-64
<i>For 2012-13 for educators for whom there is an <u>approved Value-Added measure for student growth</u> the scoring ranges will be:</i>				
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	55-60	91-100
Effective	10-21	8-13	45-54	75-90
Developing	3-9	3-7	39-44	65-74
Ineffective	0-2	0-2	0-38	0-64

Tully Central School District 421902040000

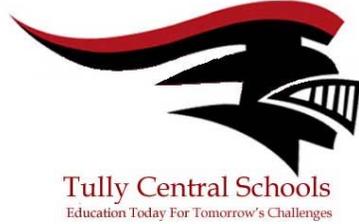
APPR Supplement 4.5

Item 4.5

Table A below represents the scoring mechanism to be used in application of the evaluation rubric tool to determine the Other Measures of Effectiveness. The rubric tool itself follows this table.

Table A

<i>For 2012-13 for educators for whom there is <u>no approved Value-Added measure for student growth</u> the scoring ranges will be:</i>					
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	55-60		91-100
Effective	9-17	9-17	45-54		75-90
Developing	3-8	3-8	39-44		65-74
Ineffective	0-2	0-2	0-38		0-64
<i>For 2012-13 for educators for whom there is an <u>approved Value-Added measure for student growth</u> the scoring ranges will be:</i>					
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	55-60		91-100
Effective	10-21	8-13	45-54		75-90
Developing	3-9	3-7	39-44		65-74
Ineffective	0-2	0-2	0-38		0-64



Tully Central School District

Annual Professional Performance Review Plan

Vsn. 1.4

Teachers

Evaluator:

Teacher:

Options Menu

Rubric Standards

- Standard I: Knowledge of Students and Student Learning
- Standard II: Knowledge of Content and Instructional Planning
- Standard III: Instructional Practice
- Standard IV: Learning Environment
- Standard V: Assessment for Student Learning
- Standard VI: Professional Responsibilities and Collaboration
- Standard VII: Professional Growth

New York State Teacher Standards

Standard 1: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.

It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st Century Skills in the planning and preparation of their lessons.

Element 1.1: Teachers demonstrate knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels.

NYSED Indicators: *Describe orally and in writing an understanding of the developmental characteristics of their students; create developmentally appropriate lessons that address student learning differences and needs; Teachers implement lessons and modify instruction based upon student developmental needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<p><i>Describes developmental characteristics of students</i></p> <p>Score: _____</p>	<p>Teacher is unable to describe orally or in writing the developmental characteristics of the age group.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher describes orally and in writing some knowledge of the developmental characteristics of the age group.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher describes orally and in writing an accurate knowledge of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher describes orally and in writing the extent to which individual students follow the general patterns and how 21st Century Skills fit into this knowledge base.</p> <p style="text-align: center;"><input type="checkbox"/></p>
B.	<p><i>Creates developmentally appropriate lessons</i></p> <p>Score: _____</p>	<p>Teacher does not create lessons that are developmentally appropriate or that address individual student learning needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher creates lesson plans that are generally appropriate to the developmental needs of students and meet the student learning needs of groups of students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher creates lesson plans that are appropriate to the developmental needs of students and meet the student learning differences and needs of groups of students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher creates lesson plans that are appropriate to the developmental needs of students and meet the student learning differences and needs of each individual student.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Element Total Score: _____

Element I.2: Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.

NYSED Indicators: *Design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student. Design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student. Teachers explain their instructional decisions citing current research.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<p><i>Uses strategies to support learning and language Acquisition</i></p> <p>Score: _____</p>	<p>Teacher designs lessons with few strategies that support student learning and language acquisition needs. Teacher does not adjust instruction.</p> <p><input type="checkbox"/></p>	<p>Teacher designs lessons to include some instructional strategies that support the learning and language acquisition needs of some students. Teacher is able to adjust instruction by implementing one or two additional strategies.</p> <p><input type="checkbox"/></p>	<p>Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of most students. Teacher is able to adjust instruction by adapting and/or adding strategies to meet the needs of specific students.</p> <p><input type="checkbox"/></p>	<p>Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student. Teacher is able to adjust instruction by adapting and/or adding strategies to meet the needs of specific students. Students suggest specific strategies that help them achieve the outcomes of the lesson and teacher supports the students' suggestions.</p> <p><input type="checkbox"/></p>
B.	<p><i>Uses current research</i></p> <p>Score: _____</p>	<p>Teacher is unable to cite current research to explain instructional decisions.</p> <p><input type="checkbox"/></p>	<p>Teacher cites limited or dated research to explain instructional decisions.</p> <p><input type="checkbox"/></p>	<p>Teacher cites current research to explain instructional decisions.</p> <p><input type="checkbox"/></p>	<p>Teacher cites current research to explain instructional decisions and seeks out additional research to inform practice.</p> <p><input type="checkbox"/></p>

Element Total Score: _____

Element I.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests, and experiences of all students.

NYSED Indicators: *Vary and modify instruction to meet the diverse learning needs of each student. Create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<p><i>Meets diverse learning needs of each student</i></p> <p>Score: _____</p>	<p>Teacher does not vary or modify instruction to meet diverse learning needs of students.</p> <p><input type="checkbox"/></p>	<p>Teacher varies or modifies instruction to meet the diverse learning needs of some students.</p> <p><input type="checkbox"/></p>	<p>Teacher varies or modifies instruction to meet the diverse learning needs of most students.</p> <p><input type="checkbox"/></p>	<p>Teacher varies or modifies instruction to meet the diverse learning needs of each student. Students suggest ways in which the lesson might be modified to advance their own learning and teacher acknowledges the suggestion.</p> <p><input type="checkbox"/></p>
B.	<p><i>Plans for student strengths, interests, and experiences</i></p> <p>Score: _____</p>	<p>Teacher does not plan instruction to address the strengths, interests, experiences of students.</p> <p><input type="checkbox"/></p>	<p>Teacher plans instruction to address the strengths, interests, and experiences of students.</p> <p><input type="checkbox"/></p>	<p>Teacher plans instruction to address the strengths, interests, and experiences of most students.</p> <p><input type="checkbox"/></p>	<p>Teacher plans instruction to address the strengths, interests, and experiences of each student and is able to adapt the lesson as needed.</p> <p><input type="checkbox"/></p>

Element Total Score: _____

Element I.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.
NYSED Indicators: *Communicate directly with each student's parents, guardians, and/or caregivers. Use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<p><i>Communicates with parents, guardians, and/or caregivers.</i></p> <p>Score: _____</p>	<p>Teacher does not communicate directly with student's parents, guardians, and/or enhance student learning and/or does not accommodate the communication needs of the family.</p> <p><input type="checkbox"/></p>	<p>Teacher occasionally communicates directly with student's parents, guardians, and/or student learning. Communication is occasionally modified to meet the needs of the family.</p> <p><input type="checkbox"/></p>	<p>Teacher regularly communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is frequent and uses multiple modes of contact to accommodate the needs of the family.</p> <p><input type="checkbox"/></p>	<p>Teacher communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Multiple modes of contact are used to accommodate the needs of the family. Students and parents/guardians initiate communication.</p> <p><input type="checkbox"/></p>

Element Total Score: _____

Element I.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

NYSED Indicators: *Incorporate a knowledge and understanding of the school community when planning and implementing instruction. Incorporate an understanding of their students' strengths and limitations and the environmental factors that influence their students' learning. Attend to individual students' personal and family experiences by incorporating multiple perspectives when discussing content.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Incorporates the knowledge of school community and environmental factors</i> Score: _____	Teacher does not incorporate knowledge and understanding of the school community when designing or implementing instruction. <input type="checkbox"/>	Teacher incorporates general knowledge of the school community when planning and implementing instruction. <input type="checkbox"/>	Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction reflecting a deep understanding of the school community. <input type="checkbox"/>	Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction, reflecting a deep understanding of the school community. Teacher continuously seeks additional information to impact instruction. <input type="checkbox"/>
B.	<i>Incorporates multiple perspectives</i> Score: _____	Teacher does not consider students' personal and family experiences when discussing content. <input type="checkbox"/>	Teacher considers students' personal and family experiences when discussing content by incorporating more than one perspective. <input type="checkbox"/>	Teacher considers students' personal and family experiences when discussing content by incorporating multiple perspectives. <input type="checkbox"/>	Teacher considers students' personal and family experiences when discussing content by incorporating multiple perspectives. Students are supported by the teacher to share their personal perspective as it relates to the content. <input type="checkbox"/>

Element Total Score: _____

Element L.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

NYSED Indicators: *Use technological tools and a variety of communication strategies to engage each student. Assist students to become knowledgeable and critical consumers and users of quality information.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<p><i>Understands technological literacy</i></p> <p>Score: _____</p>	<p>Teacher does not use available technological tools or a variety of communication strategies to engage students or assist them in becoming critical users of quality information. Teacher is unaware of 21st Century Skills.</p> <p><input type="checkbox"/></p>	<p>Teacher uses available technological tools and communication strategies to engage some students and/or to assist them in becoming critical users of quality information. Teacher's knowledge of 21st Century Skills is rudimentary.</p> <p><input type="checkbox"/></p>	<p>Teacher uses available technological tools and communication strategies to engage most students, and to assist them in becoming critical users of quality information. Teacher's knowledge of 21st Century Skills is current and embedded in the communication strategies.</p> <p><input type="checkbox"/></p>	<p>Teacher uses available technological tools and communication strategies to engage each student. Teacher's knowledge of 21st Century Skills is current and embedded in the communication strategies. Students contribute to the variety of technological strategies used to engage them in their own learning and become critical users of quality information.</p> <p><input type="checkbox"/></p>

Element Total Score: _____

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.

A teacher translates instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume

considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution.

Teachers design instruction that reflects the needs of 21st century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media.

Element II.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

NYSED Indicators: *Incorporate key concepts during instruction through the use of multiple representations and explanations. Engage students to use key disciplinary language with comprehension through instruction. Demonstrate the effective use of current developments in pedagogy and content. Design learning experiences that foster student understanding of key disciplinary themes. Demonstrate knowledge of the learning standards and their application throughout their instruction and practice.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Understands key concepts and themes in the discipline</i> Score: ____	Teacher does not understand key concepts or themes in the discipline. <input type="checkbox"/>	Teacher has a rudimentary understanding of key concepts and/or themes in the discipline. <input type="checkbox"/>	Teacher understands key concepts and themes in the discipline and can relate them to one another. <input type="checkbox"/>	Teacher understands key concepts and themes in the discipline and how they relate within and outside of the discipline. <input type="checkbox"/>
B.	<i>Understands key disciplinary language</i> Score: ____	Teacher does not understand the importance of students using and comprehending key disciplinary language. <input type="checkbox"/>	Teacher understands the importance of students using and comprehending key disciplinary language. <input type="checkbox"/>	Teacher understands the importance of students being cognitively engaged in their use and comprehension of key disciplinary language. <input type="checkbox"/>	Teacher understands the importance of students being cognitively engaged in the use and comprehension of key disciplinary language in order to enrich learning experiences in the discipline. <input type="checkbox"/>
C.	<i>Uses current developments in pedagogy and content</i> Score: ____	Teacher is not current on content-related pedagogy. <input type="checkbox"/>	Teacher has a limited understanding of current content- related pedagogy. <input type="checkbox"/>	Teacher understands current content- related pedagogy. <input type="checkbox"/>	Teacher understands current content- related pedagogy and seeks out new developments to enhance practice. <input type="checkbox"/>
D.	<i>Understands learning standards</i> Score: ____	Teacher does not understand the learning standards. <input type="checkbox"/>	Teacher has a limited understanding of the learning standards. <input type="checkbox"/>	Teacher understands the learning standards and relates standards to one another. <input type="checkbox"/>	Teacher understands the learning standards, relates standards to one another, and connects them to 21 st Century skills. <input type="checkbox"/>

Element Total Score: _____

Element II.2: Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

NYSED Indicators: *Facilitate students' ability to develop diverse social and cultural perspectives. Incorporate perspectives from varied disciplines and use and model interdisciplinary skills in their instruction. Provide opportunities for students to engage in individual and collaborative critical thinking and problem solving. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration. Create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A,	<i>Incorporates diverse social and cultural perspectives</i> Score: _____	Teacher does not plan instruction that facilitates students' ability to develop diverse social and cultural perspectives. Instruction is not aligned with 21 st Century skills. <input type="checkbox"/>	Teacher plans some instruction to facilitate students' ability to develop diverse social and cultural perspectives. Instruction may or may not be aligned with 21 st Century skills. <input type="checkbox"/>	Teacher plans most instruction to facilitate students' ability to develop diverse social and cultural perspectives. Teacher incorporates perspectives from a variety of disciplines and embeds interdisciplinary skills in instruction to align with 21 st Century Skills. <input type="checkbox"/>	Teacher plans all instruction to facilitate students' ability to develop diverse social and cultural perspectives. The perspectives are connected to a sequence of learning both in the discipline and related disciplines and align with 21 st Century Skills. <input type="checkbox"/>
B,	<i>Incorporates individual and collaborative critical thinking and problem solving</i> Score: _____	Teacher does not provide opportunities for students to engage in individual and collaborative critical thinking and problem solving. <input type="checkbox"/>	Teacher provides occasional opportunities for students to engage in individual and collaborative critical thinking and problem solving. <input type="checkbox"/>	Teacher provides frequent opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21 st Century Skills. The teacher models effective interpersonal skills. <input type="checkbox"/>	Teacher provides on-going opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21 st Century Skills. The teacher models and encourages effective use of interpersonal skills to build student capacity for collaboration. <input type="checkbox"/>
C,	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i> Score: _____	Teacher does not create learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems. <input type="checkbox"/>	Teacher creates occasional learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems. <input type="checkbox"/>	Teacher creates regular learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems. <input type="checkbox"/>	Teacher creates regular opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems. Teacher seeks student input prior to planning such learning experiences. <input type="checkbox"/>

Element Total Score: _____

Element II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.

NYSED Indicators: *Design instruction that reflects the multiple experiences, strengths, and learning needs of students. Adapt instruction in response to various levels of student understanding. Make meaningful connections between content and students' life experiences. Create opportunities for students to engage in self-directed learning.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Designs instruction to meet diverse learning needs of students</i> Score: _____	Teacher does not use a range of instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students. <input type="checkbox"/>	Teacher uses few differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students. Teacher plans an alternate strategy to adapt instruction if needed. <input type="checkbox"/>	Teacher uses several differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students with some differentiation for different groups of students and awareness of 21 st Century Skills. Teacher plans several alternate strategies to adapt instruction as needed. <input type="checkbox"/>	Teacher uses several differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of all students. Instruction is differentiated, as appropriate, for individual learners and incorporate 21 st Century Skills. Teacher plans alternate strategies to adapt instruction in anticipation of various levels of student understanding. <input type="checkbox"/>
B.	<i>Designs learning experiences that connect to students' life experiences</i> Score: _____	Teacher does not make connections between content and students' life experiences or the connections are insensitive and/or inappropriate. <input type="checkbox"/>	Teacher attempts to make connections between the content and students' life experiences; some connections may be inappropriate. <input type="checkbox"/>	Teacher makes frequent, appropriate connections between the content and students' life experiences. <input type="checkbox"/>	Teacher makes frequent and appropriate connections between the content and students' life experiences. Teacher includes suggestions offered by students. <input type="checkbox"/>
C.	<i>Designs self-directed learning experiences</i> Score: _____	Teacher does not design learning experiences that engage students in self-directed learning. <input type="checkbox"/>	Teacher designs limited learning experiences that engage students in self-directed learning. <input type="checkbox"/>	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning. <input type="checkbox"/>	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning. Teacher seeks student input in the design of such experiences. <input type="checkbox"/>

Element Total Score: _____

Element II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

NYSED Indicators: *Design learning experiences that are aligned with learning standards. Articulate clear learning objectives that align with learning standards. Include opportunities for students to achieve learning goals in a variety of ways.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Aligns learning standards</i> Score: _____	Teacher does not design learning experiences that are aligned with learning standards. <input type="checkbox"/>	Teacher designs some learning experiences that are aligned with learning standards. <input type="checkbox"/>	Teacher designs most learning experiences that are aligned with learning standards. <input type="checkbox"/>	Teacher designs all learning experiences that are aligned with learning standards. <input type="checkbox"/>
B.	<i>Articulates learning objectives/goals with learning standards</i> Score: _____	Teacher is unable to articulate how learning objectives are aligned with learning standards and/or how students will achieve the learning goals. <input type="checkbox"/>	Teacher is able to articulate how some learning objectives are aligned with learning standards and has designed some opportunities for students to achieve the learning goals. <input type="checkbox"/>	Teacher is able to articulate how the learning objectives align with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21 st Century Skills. <input type="checkbox"/>	Teacher is able to articulate how the learning objectives are aligned with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21 st Skills. Students suggest additional ways in which to demonstrate their learning. <input type="checkbox"/>

Element Total Score: _____

Element II.5: Teachers design relevant instruction that connects students’ prior understanding and experiences to new knowledge.

NYSED Indicators: *Determine current levels of student understanding and knowledge of content through questioning techniques, discussion, and other methods. Address common misconceptions in the content area through instructional methods. Design learning experiences that connect students’ prior knowledge and instruction.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Designs instruction using current levels of student understanding</i> Score: _____	Teacher does not use students’ responses to questions, discussion or other work nor considers possible misconceptions when planning instruction. <input type="checkbox"/>	Teacher uses students’ responses to questions, discussion or other work, may or may not consider common misconceptions when planning instruction. <input type="checkbox"/>	Teacher uses students’ responses to questions, discussion, and other work, considers common misconceptions when planning instruction. <input type="checkbox"/>	Teacher uses individual students’ responses to questions, discussion, and other work, and routinely considers common misconceptions when planning instruction. <input type="checkbox"/>
B.	<i>Designs learning experiences using prior knowledge</i> Score: _____	Teacher does not design learning experiences that connect students’ prior content knowledge to new learning. <input type="checkbox"/>	Teacher designs some learning experiences that connect prior content knowledge to new learning. <input type="checkbox"/>	Teacher designs learning experiences that connect prior content knowledge to new learning within and across disciplines. <input type="checkbox"/>	Teacher designs learning experiences that connect prior content knowledge to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines. <input type="checkbox"/>

Element Total Score: _____

Element II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

NYSED Indicators: *Organize physical space to reflect an awareness of learner needs and curricular goals. Incorporate a knowledge and understanding of technology in their lessons to enhance student learning. Organize and effectively use time to achieve learning goals. Select and adapt curricular materials to align with state standards and meet diverse learning needs. Access appropriate resources to meet specific learning differences or needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Organizes physical space</i> Score: _____	Teacher does not plan the use of physical space to meet learner needs and curricular goals. <input type="checkbox"/>	Teacher plans the use of physical space to meet some learner needs and curricular goals. <input type="checkbox"/>	Teacher plans the use of physical space to meet all learner needs and curricular goals. <input type="checkbox"/>	Teacher plans the use of physical space to meet all learner needs and curricular goals. Teacher acknowledges student suggestions for physical space. <input type="checkbox"/>
B.	<i>Incorporates technology</i> Score: _____	Teacher does not understand how technology can enhance student learning or chooses not to use technology even when aware of the benefits. <input type="checkbox"/>	Teacher occasionally incorporates available technology in lessons to enhance student learning or technology is used for communication and relatively rote activities. <input type="checkbox"/>	Teacher regularly incorporates available technology in lessons to enhance student learning. Technology is used to extend and apply learning in the lesson beyond communication and completion of classroom assignments. <input type="checkbox"/>	Teacher regularly incorporates available technology in lessons to enhance student learning. Technology is used to support complex understanding of subject matter. <input type="checkbox"/>
C.	<i>Organizes time</i> Score: _____	Teacher does not consider time allocations to achieve learning goals. <input type="checkbox"/>	Teacher considers time allocations but those times may be either too long or too short to achieve the learning goals. <input type="checkbox"/>	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. <input type="checkbox"/>	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. Students may request additional or less time to achieve learning goals. <input type="checkbox"/>
D.	<i>Selects materials and resources</i> Score: _____	Teacher is unaware of curricular materials and resources that align with student learning standards or is aware but chooses not to use or adapt materials and resources to meet diverse learning needs. <input type="checkbox"/>	Teacher selects curricular materials and resources that align with student learning standards. Teacher occasionally adapts materials and resources to meet diverse learning needs. <input type="checkbox"/>	Teacher selects curricular materials and resources that align with student learning standards. Teacher regularly adapts materials and resources to meet diverse learning needs. <input type="checkbox"/>	Teacher selects a variety of curricular materials and resources that align with student learning standards. Teacher regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning. <input type="checkbox"/>

Element Total Score: _____

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Effective instruction is the critical interactive work that teachers undertake when they bring complex content to life for students. Teachers design instruction to integrate content areas and weave together knowledge of students, content, assessment, and reflection in the instructional process. Teachers use available technologies to scaffold student learning. There is an emphasis on teacher facilitation and fostering student ownership, problem solving, inquiry, real-life connections and relevance. Teachers prepare students for the future by fostering creativity, critical thinking, communication, and collaboration.

Element III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

NYSED Indicators: *Align instruction to standards. Implement instruction proven to be effective in prior research. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<p><i>Aligns instruction to standards</i></p> <p>Score: _____</p>	<p>Teacher does not implement learning experiences that are aligned with learning standards.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher implements some learning experiences that are aligned with learning standards.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher implements most learning experiences that are aligned with learning standards.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher implements all learning experiences that are aligned with learning standards.</p> <p style="text-align: center;"><input type="checkbox"/></p>
B.	<p><i>Uses research-based instruction</i></p> <p>Score: _____</p>	<p>Teacher does not use research-based instructional practices.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher uses some research-based instructional practices.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher uses multiple research-based instructional practices.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher uses multiple research-based instructional practices. Teacher seeks out the newest research to deepen and expand instruction.</p> <p style="text-align: center;"><input type="checkbox"/></p>
C.	<p><i>Engages students</i></p> <p>Score: _____</p>	<p>Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Element Total Score: _____

Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.

NYSED Indicators: *Students understand directions and procedures. Teachers use a variety of questioning techniques to advance student learning and reflection. Students' comments and questions are acknowledged and utilized to advance learning. Students understand lesson content through teachers' use of oral, written and graphic methods. Adjust communication in response to student needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Provides directions and procedures</i> Score: _____	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs. <input type="checkbox"/>	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs. <input type="checkbox"/>	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs. <input type="checkbox"/>	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students. <input type="checkbox"/>
B.	<i>Uses questioning techniques</i> Score: _____	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. <input type="checkbox"/>	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. <input type="checkbox"/>	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. <input type="checkbox"/>	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Students formulate many questions to advance their understanding. <input type="checkbox"/>
C.	<i>Responds to students</i> Score: _____	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning. <input type="checkbox"/>	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking. <input type="checkbox"/>	Teacher responds to students' questions/comments. Responses challenge student thinking. <input type="checkbox"/>	Teacher and students respond to students' questions/comments. Responses challenge all students' thinking. <input type="checkbox"/>
D.	<i>Communicates content</i> Score: _____	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains errors. Graphic methods are not used or used ineffectively. <input type="checkbox"/>	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Graphic methods are used occasionally. <input type="checkbox"/>	Teacher's spoken and written language is clear and correct. Graphic methods are used regularly to enhance content understanding. <input type="checkbox"/>	Teacher's spoken and written language is correct and expressive. Graphic methods are used regularly to enhance content understanding. Students offer their own graphic representation of the content. <input type="checkbox"/>

Element Total Score: _____

Element III.3: Teachers set high expectations and create challenging learning experiences for students.

NYSED Indicators: *Articulate high expectations for all students. Students have a clear understanding of measures of success. Teachers challenge and support all students by incorporating various instructional strategies, experiences and resources.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Establishes high expectations</i> Score: _____	Teacher articulates low expectations for most or all students. <input type="checkbox"/>	Teacher articulates moderate expectations for most or all students or articulates different expectations for different groups of students. <input type="checkbox"/>	Teacher articulates high expectations for all students. <input type="checkbox"/>	Teacher articulates high expectations for all students, and differentiates instruction to ensure that all students meet the expectations. <input type="checkbox"/>
B.	<i>Articulates measures of success</i> Score: _____	Teacher does not articulate how success will be measured; students are unaware of the criteria for success. <input type="checkbox"/>	Teacher articulates how success will be measured; students may be confused about the criteria for success. <input type="checkbox"/>	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide. <input type="checkbox"/>	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria and exemplars as models. Students have created or analyzed the success criteria with the teacher. <input type="checkbox"/>
C.	<i>Implements challenging learning experiences</i> Score: _____	Teacher does not challenge or support all students through instructional strategies, learning experiences and/or resources. <input type="checkbox"/>	Teacher attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited. <input type="checkbox"/>	Teacher persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources. <input type="checkbox"/>	Teacher persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources, soliciting additional resources from colleagues and/or the community. <input type="checkbox"/>

Element Total Score: _____

Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

NYSED Indicators: *Use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities in learning experiences.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Differentiates instruction</i> Score: _____	Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not cognitively challenge students. <input type="checkbox"/>	Teacher uses only some instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge. <input type="checkbox"/>	Teacher uses instructional strategies that are appropriate to all students and to the instructional outcomes, and strategies motivate and represent significant cognitive challenge and promote an awareness of 21 st Skills. <input type="checkbox"/>	Teacher uses instructional strategies that motivate and engage all students in high-level cognitive activities that reflect instructional Century Skills, and are differentiated, as appropriate, for individual and diverse learners. <input type="checkbox"/>
B.	<i>Implements strategies for mastery of learning outcomes</i> Score: _____	Teacher adheres rigidly to an instructional approach, even when a clearly needed to allow students to demonstrate mastery of learning outcomes. <input type="checkbox"/>	Teacher attempts to incorporate instructional approaches and to allow students to demonstrate mastery of learning outcomes, with partially successful results. <input type="checkbox"/>	Teacher incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes. <input type="checkbox"/>	Teacher seamlessly incorporates instructional approaches and technologies to allow students demonstrate mastery of learning outcomes. Students suggest instructional strategies that will help them demonstrate their own learning. <input type="checkbox"/>

Element Total Score: _____

Element III.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

NYSED Indicators: *Students synthesize and express ideas both in written and oral formats. Students work effectively with others, including those from diverse groups and with opposing points of view. Students make decisions, solve problems, and take actions as appropriate.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
<i>A.</i>	<i>Provides opportunities for collaboration</i> Score: _____	The teacher provides few opportunities for students to collaborate with others. <input type="checkbox"/>	The teacher provides occasional opportunities for students to collaborate with others from diverse groups and/or with opposing points of view. <input type="checkbox"/>	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. <input type="checkbox"/>	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. Students themselves ensure that all voices and ideas are heard in the discussion. <input type="checkbox"/>
<i>B.</i>	<i>Provides synthesis, critical thinking, and problem-solving</i> Score: _____	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, or problem solve. The teacher not use the available technology to support instruction. <input type="checkbox"/>	Teacher provides occasional opportunities in written or oral format for students to synthesize, think problem solve. Teacher and students use the available technology with limited effectiveness. <input type="checkbox"/>	Teacher provides regular opportunities in written or oral format for students to synthesize, think critically, problem solve available technology in alignment with 21 st Century Skills. <input type="checkbox"/>	Teacher provides regular opportunities in written or oral format for students to synthesize, think critically, problem solve and use technology in alignment with 21 st Century Skills. Students initiate collaborative, problem-solving opportunities. <input type="checkbox"/>

Element Total Score: _____

Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

NYSED Indicators: Utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. Seek and provide feedback during and after instruction. Adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<p><i>Uses formative assessment</i></p> <p>Score: _____</p>	<p>Teacher does not use formative assessment during instruction and does not monitor student learning.</p> <p><input type="checkbox"/></p>	<p>Teacher occasionally uses formative assessment. Teacher monitors student learning unevenly.</p> <p><input type="checkbox"/></p>	<p>Teacher frequently uses formative assessment to immediately inform instruction. Teacher monitors the progress of students, using assessment data.</p> <p><input type="checkbox"/></p>	<p>Teacher always uses formative assessment to immediately inform instruction. Teacher monitors the progress of individual students and uses a variety of formative assessments to adjust and differentiate instruction to meet individual needs.</p> <p><input type="checkbox"/></p>
B.	<p><i>Provides feedback during and after instruction</i></p> <p>Score: _____</p>	<p>Teacher's feedback to students is limited, infrequent and/or irrelevant.</p> <p><input type="checkbox"/></p>	<p>Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.</p> <p><input type="checkbox"/></p>	<p>Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.</p> <p><input type="checkbox"/></p>	<p>Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students make use of the feedback in their learning.</p> <p><input type="checkbox"/></p>
C.	<p><i>Adjusts pacing</i></p> <p>Score: _____</p>	<p>Teacher does not use student progress to adjust the pace, focus, or delivery of instruction.</p> <p><input type="checkbox"/></p>	<p>Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction.</p> <p><input type="checkbox"/></p>	<p>Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.</p> <p><input type="checkbox"/></p>	<p>Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.</p> <p><input type="checkbox"/></p>

Element Total Score: _____

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

The classroom environment is a critical aspect of a teacher's skill in promoting learning. Students can't concentrate on academic content if they don't feel comfortable in the classroom. If the atmosphere is negative, if students fear ridicule, if the environment is chaotic, no one – neither students nor teacher – can focus on learning. Teachers who excel in Standard 4 create an atmosphere of excitement about the importance of learning and the significance of the content. Skills in Standard 4 are demonstrated through classroom interactions and observations.

Element IV.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

NYSED Indicators: *Caring and respectful in interactions with students. Embrace student diversity as an asset in the classroom. Recognize and reinforce positive interactions among students. Create a climate of acceptance and respect. Create an environment where students feel a sense of responsibility to one another.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<p><i>Interactions with students</i></p> <p>Score: _____</p>	<p>Teacher interaction with at least some students is inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a safe learning environment where students feel accepted and free taking learning risks.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Teacher creates a safe learning environment where all students feel accepted and free taking learning risks.</p> <p style="text-align: center;"><input type="checkbox"/></p>
B.	<p><i>Supports student diversity</i></p> <p>Score: _____</p>	<p>Teacher ignores diversity in the classroom and does not use it to support the learning environment.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher acknowledges diversity in the classroom but is inconsistent in using it to enrich the learning environment.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment. Students take initiative to respect and support diversity.</p> <p style="text-align: center;"><input type="checkbox"/></p>
C.	<p><i>Reinforces positive interactions among students</i></p> <p>Score: _____</p>	<p>Teacher does not address student interactions that are inappropriate and disrespectful.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher inconsistently addresses inappropriate student interactions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the age and cultures of the students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and assume and demonstrate personal responsibility.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Element Total Score: _____

Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.

NYSED Indicators: *Encourage students to set high standards and expectations for their own performance. Motivate students to initiate their own learning and strive to achieve challenging learning goals. Promote students' curiosity and enthusiasm for learning. Students are actively engaged in learning. Students openly express their ideas. Students show pride in their work and accomplishments.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Establishes high expectations for</i>	Teacher discourages students from expressing	Teacher inconsistently creates an	Teacher creates an environment where	Teacher creates an environment where
		and/or initiating their own learning and achievement.	where students express their ideas, take initiative and have high expectations for their own learning and achievement.	are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement.	students are expected to express their ideas, take initiative and have high expectations for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals.
	Score: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	<i>Promotes student curiosity and enthusiasm</i>	Teacher conveys a negative attitude, suggesting that learning is not important or has mandated. Students are not cognitively engaged in learning.	Teacher conveys importance of learning, but with little and only minimal apparent buy-in by the students. Some students are cognitively engaged.	Teacher conveys enthusiasm for learning, and students demonstrate commitment to its value. Students are cognitively engaged in appropriately challenging learning.	Teacher conveys genuine enthusiasm for learning. Students—curiosity, initiative, and active participation—demonstrate enthusiasm for learning. Students are cognitively engaged and striving to meet challenging learning goals.
	Score: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	<i>Promotes student pride in work and accomplishments</i>	Teacher does not promote a sense of pride in student work or accomplishment. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment. Students minimally accept the responsibility to “do good work” but invest little of their energy into its quality.	Teacher consistently promotes a sense of pride in student work or accomplishment. Students accept the teacher’s insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment. Student work demonstrates innovation, flexibility, originality, and perseverance in their work.
	Score: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element Total Score: _____

Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.

NYSED Indicators: *Establish, communicate, and maintain clear standards and expectations for student behavior. Develop, implement, and adapt routines and procedures to manage activities and transitions. Facilitate instructional groupings to maximize student participation, cooperation, and learning. Students exhibit respectful classroom interactions.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Establishes expectations for student behavior</i> Score: _____	The teacher has not established standards of conduct, or students are confused by the standards. <input type="checkbox"/>	The teacher has established standards of conduct, and most students seem to understand them. <input type="checkbox"/>	The teacher has established standards of conduct and they are clear to all students. <input type="checkbox"/>	The teacher and students have established standards of conduct. They are clear to all students and appear to be internalized. <input type="checkbox"/>
B.	<i>Establishes routines, procedures and Transitions</i> Score: _____	The teacher's routines, procedures, and transitions are chaotic, with much instructional time being lost between activities or lesson segments. <input type="checkbox"/>	The teacher's routines, procedures, and transitions are somewhat efficient, resulting in some loss of instructional time. <input type="checkbox"/>	Teacher's routines, procedures, and transitions occur smoothly, with little loss of instructional time. Students assume some responsibility under teacher direction. <input type="checkbox"/>	Teacher's routines, procedures, and transitions are seamless, with students assuming responsibility in ensuring their efficient operation. <input type="checkbox"/>
C.	<i>Establishes instructional groups</i> Score: _____	Teacher's grouping results in students who are not working with the teacher, are not productively engaged in learning and/or exhibit disrespect to the teacher and/or other students <input type="checkbox"/>	Teacher's grouping results in students in only some groups being productively engaged in learning while unsupervised by the teacher. Student behavior is generally appropriate but occasionally may reflect disrespect for one another. <input type="checkbox"/>	Teacher's grouping results in small group work being well organized and most students are productively engaged in learning while unsupervised by the teacher. Student behavior is generally polite and respectful. <input type="checkbox"/>	Teacher's grouping results in small group work being well organized and students are productively engaged at all times, with students assuming responsibility for productivity. Students work independently and collaboratively to accomplish goals. Student behavior is consistently polite and respectful. <input type="checkbox"/>

Element Total Score: _____

Element IV.4: Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

NYSED Indicators: *Arrange and adapt the physical environment to accommodate individual and group learning needs. Ensure that all students have equitable access to available resources and technologies. Effectively use the services and skills of available volunteers and paraprofessionals. Know and implement policies and procedures to ensure classroom safety.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Organizes the physical environment</i> Score: _____	Teacher has not organized the physical environment to meet student learning needs, or the teacher makes poor or inequitable use of physical resources. <input type="checkbox"/>	Teacher has organized the physical environment to adequately accommodate student learning needs. Available resources and technologies are accessible to most students. The resources may be adjusted for a lesson, but with limited effectiveness. <input type="checkbox"/>	Teacher has organized the physical environment to accommodate all student learning needs. Available resources and technologies are equally accessible to all students. The resource arrangement supports the learning activities. <input type="checkbox"/>	Teacher has organized the physical environment to accommodate all student learning needs. Available resources and technologies are equally accessible to all students. Students adjust the resources to advance their learning. <input type="checkbox"/>
B.	<i>Manages volunteers and/or paraprofessionals</i> Score: _____	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers. <input type="checkbox"/>	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers with limited effectiveness. <input type="checkbox"/>	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers. <input type="checkbox"/>	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, and supports their contributions to a productive learning environment. <input type="checkbox"/>
C.	<i>Establishes classroom safety</i> Score: _____	Teacher does not know, or knows but does not implement classroom safety procedures. <input type="checkbox"/>	Teacher inconsistently implements classroom safety procedures. <input type="checkbox"/>	Teacher consistently implements classroom safety procedures. <input type="checkbox"/>	Teacher knows and implements classroom safety procedures consistently. Students have internalized the safety procedures. <input type="checkbox"/>

Element Total Score: _____

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.

Element V.1: Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth. **NYSED Indicators:** *Use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction. Use formative assessment to inform teaching and learning. Use summative assessment to measure and record student achievement. Design assessments that are aligned with curricular and instructional goals. Design and adapt assessments that accurately determine mastery of skills and knowledge. Use multiple measures and multiple formats, including available technology, to assess and document student performance. Implement required assessment accommodations and modifications.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Uses assessments to establish learning goals and inform instruction</i> Score: _____	Teacher does not use appropriate diagnostic or ongoing formative assessment to establish learning goals or to inform instruction. <input type="checkbox"/>	Teacher occasionally uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction. <input type="checkbox"/>	Teacher frequently uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction. <input type="checkbox"/>	Teacher regularly and skillfully uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction. <input type="checkbox"/>
B.	<i>Measures and records student achievement</i> Score: _____	Teacher does not use multiple measures to determine a summative assessment of student achievement. Teacher rarely and/or ineffectively uses multiple formats, including available technology, to document student performance. <input type="checkbox"/>	Teacher uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, including available technology, to document student performance. <input type="checkbox"/>	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance. <input type="checkbox"/>	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance. Students participate in documenting their own performance. <input type="checkbox"/>
C.	<i>Aligns assessments to learning goals</i> Score: _____	Teacher designs assessments that are not aligned with curricular and instructional goals and do not accurately determine mastery of student skills and knowledge. <input type="checkbox"/>	Teacher designs some assessments that are aligned with curricular and instructional goals and accurately determine mastery of student skills and knowledge. <input type="checkbox"/>	Teacher designs most assessments to align with curricular and instructional goals and to accurately determine mastery of student skills and knowledge. <input type="checkbox"/>	Teacher designs all assessments to align with curricular and instructional goals and to accurately determine mastery of each student's skills and knowledge. <input type="checkbox"/>
D.	<i>Implements accommodations and modifications</i> Score: _____	Teacher does not implement required assessment accommodations and/or modifications. <input type="checkbox"/>	Teacher inconsistently implements required assessment accommodations and/or modifications. <input type="checkbox"/>	Teacher consistently implements required assessment accommodations and/or modifications. <input type="checkbox"/>	Teacher consistently implements required assessment accommodations and/or modifications. Teacher works with specialists as necessary to ensure accommodations and/or modifications to meet student needs. <input type="checkbox"/>

Element Total Score: _____

Element V.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

NYSED Indicators: Analyze data accurately. Provide timely feedback to students to engage them in self-reflection and self-improvement. Use assessment data to set goals and design and differentiate instruction. Engage students in self-assessment of their learning goals, strategies, and outcomes.

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Analyzes assessment data</i> Score: _____	Teacher does not analyze assessment data or analyzes it inaccurately. <input type="checkbox"/>	Teacher analyzes data accurately but has a rudimentary understanding of the data. <input type="checkbox"/>	Teacher analyzes data accurately to monitor student progress and inform instruction. <input type="checkbox"/>	Teacher analyzes data accurately to monitor student progress and design differentiated instruction. <input type="checkbox"/>
B.	<i>Uses assessment data to set goals and provide feedback to students</i> Score: _____	Teacher does not use feedback or assessment data to set goals with students or to design differentiated instruction. <input type="checkbox"/>	Teacher occasionally uses feedback and assessment data to set goals with students and to design differentiated instruction. <input type="checkbox"/>	Teacher frequently uses feedback and assessment data to set goals with students and to design differentiated instruction. <input type="checkbox"/>	Teacher regularly uses feedback and assessment data to set goals with students and to design differentiated instruction; students self-monitor their progress towards their goals. <input type="checkbox"/>
C.	<i>Engages students in self-assessment</i> Score: _____	Teacher does not engage students in self-assessment of their learning goals, strategies, or outcomes. <input type="checkbox"/>	Teacher occasionally engages students in self-assessment of their learning goals, strategies, and outcomes. <input type="checkbox"/>	Teacher frequently engages students in self-assessment of their learning goals, strategies, and outcomes. <input type="checkbox"/>	Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals. <input type="checkbox"/>

Element Total Score: _____

Element V 3: Teachers communicate information about various components of the assessment system

NYSED Indicators: *Provide access to information on assessments. Provide appropriate information and interpretation of various assessment data.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Accesses and interprets assessments</i>	Teacher does not provide appropriate information about or interpretation of various assessment data.	Teacher provides appropriate information; interpretation of various assessment data may be rudimentary	Teacher provides appropriate information about and accurate interpretation of various assessment data.	Teacher provides appropriate information about and accurate interpretation of various assessment data. Students contribute information and interpretation of data.
	Score: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element Total Score: _____

Element V.4: Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.

NYSED Indicators: *Demonstrate an understanding of assessment measures, grading, and procedures. Teachers develop a plan for their overall assessment system. Use their plans and assessment data to adjust teaching and assessment practices.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Understands assessment measures and grading procedures</i> Score: _____	Teacher demonstrates little understanding of student assessment measures, or grading procedures. <input type="checkbox"/>	Teacher demonstrates limited understanding of student assessment measures or grading procedures. <input type="checkbox"/>	Teacher demonstrates understanding of student assessment measures and grading procedures as a means of monitoring student progress. <input type="checkbox"/>	Teacher demonstrates understanding of student assessment measures and grading procedures as means of monitoring progress for individual students. <input type="checkbox"/>
B.	<i>Establishes an assessment system</i> Score: _____	Teacher does not have an overall assessment system in which formative and/or summative data is used to inform instruction. <input type="checkbox"/>	Teacher develops a rudimentary plan for an overall assessment system in which formative and summative data can be used to inform instruction <input type="checkbox"/>	Teacher develops a plan for an overall assessment system in which formative and summative data is used to inform instruction <input type="checkbox"/>	Teacher develops a comprehensive plan for an overall assessment system in which formative and summative data is used to inform instruction. The system is reviewed regularly, and adjustments are made as needed. <input type="checkbox"/>

Element Total Score: _____

Element V.5: Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

NYSED Indicators: *Communicate the purposes of the assessments they use. Prepare all students for the demands of particular assessment formats and appropriately modify assessments or testing conditions for students with exceptional learning needs. Articulate assessment criteria to students and provide parameters for success. Students practice various formats of assessments using authentic curriculum. Equip students with assessment skills and strategies.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Communicates purposes and criteria</i> Score: _____	Teacher does not communicate purposes of assessments, the assessment criteria or the parameters for success to students. <input type="checkbox"/>	Teacher communicates purposes of assessments, the assessment criteria or the parameters for success to students, but for some students, the explanation is unclear. <input type="checkbox"/>	Teacher communicates purposes of assessments, the assessment criteria, and the parameters for success, and the explanation is clear to most students. <input type="checkbox"/>	Teacher communicates purposes of assessments, the assessment criteria, and the parameters for success clearly to all students. Students are able to explain purposes and criteria to others. <input type="checkbox"/>
B.	<i>Provides preparation and practice</i> Score: _____	Teacher does not prepare students for assessment formats using authentic curriculum and/or does not appropriately modify assessments or testing conditions for students with exceptional learning needs. Teacher rarely seeks out specialists to ensure modifications to meet individual student needs. <input type="checkbox"/>	With limited success, teacher prepares students for assessment formats using authentic curriculum and modifies assessments and/or testing conditions for students with exceptional learning needs. Teacher occasionally seeks out specialists to ensure modifications meet individual student needs. <input type="checkbox"/>	Teacher prepares students for assessment formats using authentic curriculum and appropriately modifies assessments and/or testing conditions for students with exceptional learning needs. Teacher frequently seeks out specialists to ensure modifications meet individual student needs. <input type="checkbox"/>	Teacher prepares students for assessment formats using authentic curriculum and appropriately modifies assessments and/or testing conditions for students with exceptional learning needs. Teacher consistently seeks out specialists/resources to ensure modifications meet individual student needs. <input type="checkbox"/>
C.	<i>Provides assessment skills and strategies</i> Score: _____	Teacher does not equip students with assessment skills and/or strategies. <input type="checkbox"/>	Teacher equips students with some assessment skills and/or strategies. Some students apply the skills and/or strategies when coached by teacher. <input type="checkbox"/>	Teacher equips students with several assessment skills and strategies. Students apply the skills and strategies when coached by teacher. <input type="checkbox"/>	Teacher equips students with multiple assessment skills and strategies. Students independently apply the skills and strategies. <input type="checkbox"/>

Element Total Score: _____

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. *Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.*

Element VI.1: Teachers uphold professional standards of practice and policy as related to students’ rights and teachers’ responsibilities.

NYSED Indicators: *Demonstrate a high standard for honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public. Are proactive and advocate to meet the needs of students. Use self-reflection and stakeholder feedback to inform and adjust professional behavior. Advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources. Complete training in response to State and local requirements and jurisdictions.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Demonstrates ethical, professional behavior</i> Score: _____	Teacher interactions with colleagues, students, families and the public are characterized by dishonesty and/or unethical, self-serving conduct. Teacher is not self-reflective and/or unreceptive to feedback as a way to adjust professional behavior. <input type="checkbox"/>	Teacher interactions with colleagues, students, families and the public are usually characterized as honest and ethical. Teacher occasionally self-reflects and/or accepts feedback as a way to adjust professional behavior. <input type="checkbox"/>	Teacher interactions with colleagues, students, families and the public are consistently characterized by high standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. <input type="checkbox"/>	Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his/her own initiative. <input type="checkbox"/>
B.	<i>Advocates for students</i> Score: _____	Teacher does not advocate to meet the needs of students resulting in some students or groups being ill served. <input type="checkbox"/>	Teacher sometimes advocates to meet the needs of students efforts. <input type="checkbox"/>	Teacher consistently advocates to meet the students’ needs. <input type="checkbox"/>	Teacher is proactive in advocating for students’ needs, and in seeking out resources when necessary. <input type="checkbox"/>
C.	<i>Demonstrates ethical use of information and information technology</i> Score: _____	Teacher does not comply with or advocate for the ethical use of information or information technology. <input type="checkbox"/>	Teacher sometimes complies with and advocates for the ethical use of information and information technology. <input type="checkbox"/>	Teacher consistently complies with and advocates for the ethical use of information and information technology. <input type="checkbox"/>	Teacher consistently models ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guidelines. <input type="checkbox"/>
D.	<i>Completes training to comply with State and local requirements and jurisdictions.</i> Score: _____	Teacher does not complete trainings to meet State and local requirements. <input type="checkbox"/>	Teacher inconsistently completes trainings to meet State and local requirements. <input type="checkbox"/>	Teacher consistently completes trainings to meet State and local requirements. <input type="checkbox"/>	Teacher seeks out training opportunities to meet or exceed State and local requirements, and contributes positively to student achievement. <input type="checkbox"/>

Element Total Score: _____

Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

NYSED Indicators: *Support and promote the shared school and district vision and mission to support school improvement. Participate actively as a part of an instructional team. Share information and best practices with colleagues to improve practice. Demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context. Collaborate with others both within and outside the school to support student growth, development, and learning. Collaborate with the larger community to access and share learning resources*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Supports the school as an organization with a vision and mission</i> Score: _____	Teacher fails to understand or acknowledge the school’s historical, cultural, political or social context. Teacher does not support the school and district vision and mission and/or engages in practices that are explicitly contrary to the vision and mission. <input type="checkbox"/>	Teacher has a general understanding of the school as an organization with an historical, cultural, political and social context, and has a general awareness of the school and district mission and vision, but is inconsistent in supporting or promoting the vision and mission. <input type="checkbox"/>	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy practices, and the school and district mission and vision. The teacher supports the vision and mission for the purpose of school improvement. <input type="checkbox"/>	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy, practices and the school and district mission and vision. The teacher is aware of and actively promotes the school and district mission and vision, and strives to help others understand them. <input type="checkbox"/>
B.	<i>Participates on an instructional team.</i> Score: _____	Teacher makes no effort to collaborate with teammates or to share information and/or best practices with colleagues to support high expectations for student learning. <input type="checkbox"/>	Teacher inconsistently collaborates with teammates to fulfill duties. Teacher shares limited information and/or best practices with colleagues to support high expectations for student learning. <input type="checkbox"/>	Teacher collaborates with teammates to support high expectations for student learning. Teacher regularly shares information and/or best practices with colleagues to improve practice and to support high expectations for student learning. <input type="checkbox"/>	Teacher proactively collaborates with teammates to support high expectations for student learning. Teacher consistently shares information and/or best practices with colleagues. <input type="checkbox"/>
C.	<i>Collaborates with the larger community</i> Score: _____	Teacher does not to collaborate with the larger community to access and/or share learning resources. <input type="checkbox"/>	Teacher occasionally collaborates with the larger community to access and share learning resources when invited or required to do so. <input type="checkbox"/>	Teacher frequently collaborates with the larger community to access and share learning resources. <input type="checkbox"/>	Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources. <input type="checkbox"/>

Element Total Score: _____

Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

NYSED Indicators: *Invite families, guardians and caregivers to share information to enhance and increase student development and achievement. Communicate student performance and progress in various ways and provide opportunities for discussion. Suggest strategies and ways in which families can participate in and contribute to their student's education.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Engages families</i> Score: _____	Teacher does not engage with family's guardians/caregivers to share information to families in the instructional program or to enhance student development and achievement. <input type="checkbox"/>	Teacher occasionally engages with families, guardians/caregivers share information and strategies to involve families in the instructional program and to enhance student development and achievement. <input type="checkbox"/>	Teacher frequently engages with families, guardians/caregivers share information and strategies to involve families in the instructional program and to enhance student development and achievement. <input type="checkbox"/>	Teacher regularly engages individual families, guardians/caregivers share information and strategies to involve families in the instructional program and to enhance student development and achievement. Students contribute ideas that encourage family participation. <input type="checkbox"/>
B.	<i>Communicates student Performance</i> Score: _____	Teacher rarely or does not communicate expectations, student progress, and/or discussions are addressed in a manner that is insensitive, negative, or blaming. <input type="checkbox"/>	Teacher occasionally communicates expectations, student progress. Discussions are occasionally respectful of and sensitive to cultural norms. <input type="checkbox"/>	Teacher regularly communicates expectations, performance or progress. Discussions are frequent, respectful, and sensitive to cultural norms. <input type="checkbox"/>	Teacher establishes processes that enable and encourage regular, two-communication. Students facilitate communication between the family and school. Discussions are frequent, respectful, and sensitive to cultural norms. <input type="checkbox"/>

Element Total Score: _____

Element VI.4: Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

NYSED Indicators: *Collect required data and maintain timely and accurate records (e.g. plan books, lunch counts, attendance records, student records, etc.). Manage their time and attendance in accordance with established guidelines. Maintain classroom and school resources and materials. Participate in school and district events.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Maintains records</i> Score: _____	Teacher does not collect required data and/or records are in disarray, incomplete, or error-filled. <input type="checkbox"/>	Teacher collects required data, monitoring is required to maintain accuracy. <input type="checkbox"/>	Teacher collects required data that is timely and accurately maintained. <input type="checkbox"/>	Teacher's system for collecting and maintaining required data is highly effective and accurate with students contributing to its operation and maintenance as appropriate. <input type="checkbox"/>
B.	<i>Manages time and attendance</i> Score: _____	Teacher does not manage time and/or attendance in adherence with district guidelines, negatively impacting student learning. <input type="checkbox"/>	Teacher usually manages time and/or attendance in adherence with district guidelines. Student learning is not negatively impacted. <input type="checkbox"/>	Teacher always manages time and attendance in adherence with district guidelines. Teacher attendance is regular and professional, ensuring uninterrupted student learning. <input type="checkbox"/>	Teacher always manages time and attendance in adherence with district guidelines. Teacher attendance is exemplary; ensuring that student learning is always a priority. <input type="checkbox"/>
C.	<i>Maintains classroom and school resources and materials</i> Score: _____	Teacher does not maintain classroom and/or school resources and materials. <input type="checkbox"/>	Teacher usually maintains classroom and/or school resources and materials. <input type="checkbox"/>	Teacher regularly maintains classroom and school resources. <input type="checkbox"/>	Teacher always maintains classroom and school resources and materials. Students contribute to their maintenance as appropriate. <input type="checkbox"/>
D.	<i>Participates in school and district events</i> Score: _____	Teacher does not participate in school and district events. <input type="checkbox"/>	Teacher occasionally participates in school and district events or does so only when specifically asked or required. <input type="checkbox"/>	Teacher regularly participates in school and district events. <input type="checkbox"/>	Teacher actively volunteers to participate in school and district events, and sometimes assumes a leadership role. <input type="checkbox"/>

Element Total Score: _____

Element VI.5: Teachers understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities.

NYSED Indicators: *Communicate relevant regulations and policies to stakeholders. Maintain confidentiality regarding student records and information. Report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies. Adhere to board policies, district procedures, and contractual obligations. Access resources to gain information about standards of practice, relevant law, and policy as they relate to students’ rights and teachers’ responsibilities.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Communicates policies</i> Score: _____	Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies. <input type="checkbox"/>	Teacher communicates relevant regulations and policies to stakeholders, but may have limited understanding of such policies. <input type="checkbox"/>	Teacher knowledgeably communicates relevant regulations and policies to stakeholders. <input type="checkbox"/>	Teacher is proactive and knowledgeable in communicating relevant regulations and policies to stakeholders. <input type="checkbox"/>
B.	<i>Maintains confidentiality</i> Score: _____	Teacher does not maintain confidentiality regarding student records or information. <input type="checkbox"/>	Teacher inconsistently maintains confidentiality regarding student records and information. <input type="checkbox"/>	Teacher maintains confidentiality regarding student records and information in a professional manner. <input type="checkbox"/>	Teacher models the maintenance of confidentiality regarding student records and information in a professional manner. <input type="checkbox"/>
C.	<i>Reports concerns</i> Score: _____	Teacher does not report instances of child abuse, safety violations, bullying or other concerns. <input type="checkbox"/>	Teacher reports instances of child abuse, safety violations, bullying and other concerns but may not be fully aware of regulations and policies. <input type="checkbox"/>	Teacher always reports instances of child abuse, safety violations, bullying and other concerns. <input type="checkbox"/>	Teacher always reports instances of child abuse, safety violations, bullying and other concerns, and models appropriate reporting. <input type="checkbox"/>
D.	<i>Adheres to policies and contractual obligations</i> Score: _____	Teacher does not adhere to board policies, district procedures, and/or contractual obligations. <input type="checkbox"/>	Teacher usually adheres to board policies, district procedures, and contractual obligations. Teacher may not be fully aware of policies and obligations. <input type="checkbox"/>	Teacher adheres to board policies, district procedures, and contractual obligations. <input type="checkbox"/>	Teacher always adheres to board policies, district procedures, and contractual obligations, and actively advocates compliance. <input type="checkbox"/>
E.	<i>Accesses resources</i> Score: _____	Teacher does not access information about standards of practice, relevant law, and policy as they relate to students’ rights and teachers’ responsibilities. <input type="checkbox"/>	Teacher accesses some information about standards of practice, relevant law, and policy as they relate to students’ rights and teachers’ responsibilities. Teacher may be unaware of all available resources. <input type="checkbox"/>	Teacher accesses information about standards of practice, relevant law, and policy as they relate to students’ rights and teachers’ responsibilities. <input type="checkbox"/>	Teacher accesses information about standards of practice, relevant law, and policy as they relate to students’ rights and teachers’ responsibilities, and serves as a resource to others. <input type="checkbox"/>

Element Total Score: _____

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.

Element VII.1: Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

NYSED Indicators: *Examine and analyze formal and informal evidence of student learning. Recognize the effect of their prior experience and possible biases on practice. Use acquired information to identify strengths and weaknesses and to plan professional growth.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Reflects on evidence of student learning</i> Score: _____	Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth. <input type="checkbox"/>	Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students. <input type="checkbox"/>	Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students. <input type="checkbox"/>	Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement. <input type="checkbox"/>
B.	<i>Reflects on biases</i> Score: _____	Teacher does not recognize or acknowledge how prior experiences may bias their professional practice. <input type="checkbox"/>	Teacher reflects on prior experiences, however may not recognize how those experiences may bias professional practice. <input type="checkbox"/>	Teacher reflects on prior experiences, and acknowledges how those experiences may bias professional practice. <input type="checkbox"/>	Teacher reflects on prior experiences and acknowledges how those experiences may bias professional practice, and identifies necessary steps to address any biases. <input type="checkbox"/>
C.	<i>Plans professional growth</i> Score: _____	Teacher rarely uses reflection or other information to identify strengths and weaknesses to plan professional growth. <input type="checkbox"/>	Teacher occasionally uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities. <input type="checkbox"/>	Teacher uses reflection and other information to identify strengths and weaknesses to plan professional growth. <input type="checkbox"/>	Teacher regularly uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness. <input type="checkbox"/>

Element Total Score: _____

Element VII.3: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

NYSED Indicators: *Demonstrate a willingness to give and receive constructive feedback to improve professional practice. Participate actively as part of an instructional team to improve professional practice. Receive, reflect and act on constructive feedback from others in an effort to improve their own professional practice.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Gives and receives constructive feedback</i> Score: _____	Teacher does not give or receive constructive to improve professional practice. <input type="checkbox"/>	Teacher inconsistently gives or receives constructive to improve professional practice. <input type="checkbox"/>	Teacher regularly gives, receives and constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner. <input type="checkbox"/>	Teacher regularly gives, receives, and reflects upon feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner. Teacher encourages and engages in peer assessment to improve professional practice. <input type="checkbox"/>
B.	<i>Collaborates</i> Score: _____	Teacher does not collaborate with peers, or interactions are negative. <input type="checkbox"/>	Teacher inconsistently collaborates with peers to improve professional practice. <input type="checkbox"/>	Teacher regularly collaborates with peers to Improve professional practice. <input type="checkbox"/>	Teacher actively and consistently collaborates with peers to improve professional practice. Teacher assumes leadership roles and works to improve practice on the team. <input type="checkbox"/>

Element Total Score: _____

Element VII.4: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

NYSED Indicators: *Benefit from, contribute to, or become members of appropriate professional organizations. Access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning. Expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Accesses professional memberships and resources</i> Score: _____	Teacher does not belong to any relevant professional organizations. Teacher does not access and/or use professional resources to increase understanding of teaching and learning. <input type="checkbox"/>	Teacher belongs to relevant professional organizations. Teacher occasionally accesses and/or uses professional resources to increase understanding of teaching and learning. <input type="checkbox"/>	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning. <input type="checkbox"/>	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning. Teacher plays leadership role with peers in promoting relevant resources. <input type="checkbox"/>
B.	<i>Expands knowledge base</i> Score: _____	Teacher does not expand knowledge of current research in curriculum, instruction, and assessment methods. <input type="checkbox"/>	Teacher acquires a minimal knowledge of current research in curriculum, instruction, and assessment methods, but does not apply the knowledge to improve practice <input type="checkbox"/>	Teacher regularly expands knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice. <input type="checkbox"/>	Teacher regularly expands knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice. Teacher engages in research based upon new learning. <input type="checkbox"/>

Element Total Score: _____

Element VII.1 Reflection

Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Indicators: *Examine and analyze formal and informal evidence of student learning. Recognize the effect of their prior experience and possible biases on practice. Use acquired information to identify strengths and weaknesses and to plan professional growth.*

Element VII.2 Goals

Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.

Indicators: *Set goals to enhance personal strengths and address personal weaknesses in teaching practice. Engage in opportunities for professional growth and development.*

Element VII.2 Reflection

Element VII.3 Reflection

Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Indicators: *Demonstrate a willingness to give and receive constructive feedback to improve professional practice. Participate actively as part of an instructional team to improve professional practice. Receive, reflect and act on constructive feedback from others in an effort to improve their own professional practice.*

Element VII.4 Reflection

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Indicators: *Benefit from, contribute to, or become members of appropriate professional organizations. Access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning. Expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.*

Score Summary: Standard I: Knowledge of Students and Student Learning

Element I.1 **Score** **COMMENTS**

Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

Element I.2 **Score**

Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.

Element I.3 **Score**

Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests, and experiences of all students.

Element I.4 **Score**

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Element I.5 **Score**

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

Element I.6 **Score**

Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Standard I Total: _____

Score Summary: Standard II: Knowledge of Content and Instructional Planning

Element II.1 **Score** **COMMENTS**

Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Element II.2 **Score**

Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

Element II.3 **Score**

Teachers use a broad range of instructional strategies to make subject matter accessible.

Element II.4 **Score**

Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Element II.5 **Score**

Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Element II.6 **Score**

Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Standard II Total: _____

Score Summary: Standard III: Instructional Practice

Element III.1 **Score** **COMMENTS**

Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Element III.2 **Score**

Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Element III.3 **Score**

Teachers set high expectations and create challenging learning experiences for students.

Element III.4 **Score**

Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

Element II.5 **Score**

Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Element III.6 **Score**

Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Standard III Total: _____

Score Summary: Standard IV: Learning Environment

Element IV.1 **Score** **COMMENTS**

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Element IV.2 **Score**

Teachers create an intellectually challenging and stimulating learning environment.

Element IV.3 **Score**

Teachers manage the learning environment for the effective operation of the classroom.

Element IV.4 **Score**

Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

Standard IV Total: _____

Score Summary: Standard V: Assessment for Student Learning

Element V.1 **Score** **COMMENTS**

Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Element V.2 **Score**

Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Element V.3 **Score**

Teachers communicate information about various components of the assessment system

Element V.4 **Score**

Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.

Element V.5 **Score**

Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Standard V Total: _____

Score Summary: Standard VI: Professional Responsibilities and Collaboration

Element VI.1 **Score** **COMMENTS**

Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

Element VI.2 **Score**

Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Element VI.3 **Score**

Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Element VI.4 **Score**

Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

Element VI.5 **Score**

Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

Standard VI Total: _____

Score Summary: Standard VII: Professional Growth

Element VII.1 **Score** **COMMENTS**

Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Element VII.2 **Score**

Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.

Element VII. **Score**

Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Element VII.4 **Score**

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Standard VII Total: _____

Rubric Total Score: _____

Memo Pad

Areas of Strength

Areas for Growth

Signatures

Evaluator:

Date:

By signing this form, I acknowledge having read the information. My signature does not necessarily mean that I am in agreement with this information.

Growth (0-20): _____
(from NYSED or SLO when available)

Local Achievement (0-20): _____

Other Measures (0-60): _____
(from Rubric)

This evaluation is: Interim Final

Total Evaluation Score (0-100): _____

Teacher:

Date:

Please sign and return within five (5) working days. You may attach any comments you choose.

cc: Personnel File

User Guide

Tully Central School District Annual Professional Performance Review Plan Teachers

This rubric tool was designed to facilitate the evaluation of New York State public school teachers in the Tully Central School District according to the district's Annual Professional Performance Review Plan (APPR). The rubric tool requires the use of Adobe Acrobat Reader or the Adobe Acrobat program (either Standard or Professional). The full use of this rubric tool will provide all the required 60 points on the multiple measures portion of the APPR legislation. Additionally, it aligns a minimum of 31 of those 60 points to observations as required by the legislation.

This rubric tool may be used successfully on a portable device of your choosing using any software that can support Adobe Acrobat formatted files that use links, input fields and calculations. On the iPad, one program that works well is PDF Expert from Readdle. It is available in the App Store for \$9.99 as of this writing.

This User Guide describes the use of this rubric tool. The tool is fairly straightforward to use but has a few nice features for the convenience of the evaluator. Where these nice little things come up this guide will use a ☺ symbol to get your attention.

☺ Another program that is useful for APPR purposes is Evernote. The Evernote system is free and allows you to set up folders for each teacher as well as your own master folder.

☺ With Evernote you receive an email address that can be added to your contact list. This address allows you to email your evaluation to your own Evernote folder then move it to the teacher folder at your convenience. Evernote works on desktops, laptops, iPads, iPhones, Android devices and many others. It will permit you to access your evaluation documents from anywhere that you have Internet access on nearly any recent device.

☺ As an additional convenience if used with an iPad or similar device, you can take a photo of a bulletin board display, a video of a lesson, a recording of a demonstration or other similar activity and send that as well to the Evernote system. This makes the collection of evidence and artifacts a simple task compared to traditional paper formats.

(continued)

Step 1-The opening page

It is highly recommended that when you do your evaluation the very first thing that you do is to save a copy ☺ of the rubric tool with the name of the teacher being evaluated and the date.

One such format could be first initial followed by last name followed by the date that you save the tool (i.e. KPRITTS022112.PDF). This will allow you to easily recall the rubric tool and form a “paper trail” to support your final evaluation. ☺ Any time that you take action to save a copy of the rubric tool, you will be reminded to change the name with the sample format above provided as a reminder.

When you open the rubric tool you will see an opening page where you can select from the dropdown list for the name of the evaluator and the name of the teacher.

☺ The name selected here will automatically be carried over to the signature page. If the desired name is not in the list, you can type in a different name that you wish to use. The name you type into this area is not saved in the list, but will remain with this file when printed, saved, emailed, etc.

From this page you can navigate throughout the rubric tool. The push button choices are fairly obvious and should not require an explanation here.

On the second page, you can indicate the date of the session as well as choosing from the drop down list what type of session is involved. Here again you can add your own for this evaluation of a type is not found in the list. Finally there is a place to indicate the date of the conference if applicable for each session. NOTE: All dates must be in the MM/DD/YYYY format for consistency.

Step 2-The rubric

As you review the NYSUT rubric you will see some common areas to make it easier to navigate the tool.

First of all each rubric area has a place for an X mark. On a touch screen you can simply touch the box to have an X placed there. This X serves as an indicator for rubric areas visible to the evaluator in the process. NOTE: The X marks themselves *result in no action* elsewhere in the rubric tool. They are to assist you in a quick indicator of what was witnessed within the rubric areas.

(continued)

On the left column of each area you will see a score box. This is the left hand box of the two in that area. There you can select the rubric area witnessed.

☺ Here the rubric tool will automatically place the correct value for the rubric calculation. This will be shown on the display as a letter (H, E, D, or I) and the number representing selection in parenthesis.

☺ The box to the right of the score area is a list box. In this box you will see options for the letters, A, E and O. The letter A represents that the evaluator has assessed this item through viewing an artifact. The letter E represents Evidence to support the rubric area. The letter O represents that the rubric area has been observed. In certain areas, the only option is the letter O. That is because the legislation requires that 31 of the potential of 60 points must be evaluated through observation. If all of those boxes preprogrammed for the letter O are scored at the highest level, they will total 31 of the potential points for this rubric.

☺ At the end of each domain area a total score for domain will automatically be calculated based upon the scoring matrix.

☺ These domain scores will also be carried forward to the summary page of each standard.

☺ On each page of the rubric tool you will find two buttons consistently placed on the page.

- At the top right corner is a button that will return you quickly to the Main Options page.
- Just to the left of the Comments button you will see a Memo Pad button on each page. This will take you to the built in Memo Pad where you can record longer comments related to the overall evaluation.

Step 3-The score

On the Score page beside each standard on the Main Screen all Standard Element scores are carried forward. At the bottom of this page you will also see a total score for that standard calculated. On the summary page for Standard VII you will also see a Total Rubric Score.

You can also make brief comments on each element in each standard on this page if you choose to do so. All scores and comments are stored with the record when saved.

NOTE: If you use this rubric tool in a cumulative fashion—change the date in the filename before saving using the Save Evaluation As... button on the Main Options page—you will have a running record of changes witnessed in the evaluation process. Simply add a new date and process in the Main Options page.

(continued)

So there it is. The tool should be easy to use on any computer system that accepts Adobe Acrobat files as defined previously.

Step 4-The Finished Evaluation

As you complete the evaluation process, you will fine tune your comments, narrative in the Memo Pad, areas of strength and areas for growth and ultimately work to the signature page. If you are using the tool on an iPad using PDF Expert as discussed previously, there is a high quality signature tool that permits the user to capture and paste their signature into the document as well as the “customer” which in this case is the teacher being evaluated. Review any documentation for PDF Expert to determine how to make use of all aspects of this valuable software application.

In Adobe Acrobat Standard or Professional, there is a pencil tool but it is not so easy to use. Instead, a print button is provided on the signature page to print the entire rubric tool (with all data intact) from your desktop or laptop computer. There is also a button to save the rubric tool using naming formats as discussed previously.

Credits

Tully Central School District Annual Professional Performance Review Plan

Teachers

NYSUT Rubric is Copyright 2010 by the New York State United Teachers.

The scoring design, programming and calculations are Copyright 2012, Kraig D. Pritts and the Tully Central School District

Special thanks to Tiffany Nesbitt, School Business Administrator and Mary Ann Murphy, Junior-Senior High School Principal of the Tully Central School District for their time and patience in beta testing versions of this rubric tool. Thank you as well to the Administrative Cabinet of the Tully Central School District and to Sue Hardy, President of the Tully Teachers' Association for suggestions as work progressed on the project.

Additionally a huge thank you to Jeff Craig of the Onondaga-Cortland-Madison BOCES for his support and feedback as well as the scores to assign to each level of the HEDI scoring mechanism.

Save Evaluation

***** WARNING *****

When you save this file, be sure that you rename it in a unique format. The recommended naming format is:

[FIRST INITIAL][LAST NAME][TODAY'S DATE AS MMDDYY]

For example an evaluation for Kraig Pritts on February 21, 2012 would be named as follows:

KPRITTS022112.PDF

When you have decided on a file name and are ready to proceed to saving your file, click on the "Save Eval As..." button below.

Procedure for Converting AIMSweb Students’ Native Scores to K-6 Locally Selected Measures for Achievement for the K-6 Principal

The following AIMSweb reading and numeracy screening are to be administered to students by an independent examiner (teacher other than the one(s) for whom the score will applied to an APPR).

Grade	Measure(s) Reading	Measure(s) Math
Kindergarten	LSF – Letter Sound Fluency	NNF – Number Naming Fluency
First	NWF – Nonsense word fluency	QD – Quantity Discrimination
Second	R-CBM – Reading CBM (oral reading fluency)	MCOMP Math computation fluency
Third	RCBM	MCOMP
Fourth	RCBM	MCOMP
Fifth	RCBM	MCOMP
Sixth	RCBM	MCOMP

Screening to obtain raw scores will be administered in the fall and spring of each school year. The examiner will enter students’ raw scores online. The Manager of the account will have already uploaded student rosters and created logins for the independent examiners. Each student’s AIMSweb measure would be computed in four steps:

1. Subtracting the fall screening raw score from the spring screening raw score;
2. Dividing the result by 36 weeks and rounding to 2 decimal places;
3. Converting the result to a (ROI) percentile rank .
4. Converting the growth percentile to a point value to be used in calculating the educator evaluation score.

For example: a student’s raw score on the fall benchmark might be 95 (58th percentile on National Norms) followed by a raw score of 140 on the spring benchmark (64th percentile). Subtracting the fall score from the spring score gives a result of 45 ($140 - 95 = 45$). This result is divided by 36, providing an answer of 1.25 for the student’s ROI ($45/36 = 1.25$).

If a student lacks a fall or a spring score, ROI would be computed by subtracting the fall raw score from the winter raw score or the winter raw score from the spring raw score. The result is then divided by 18 weeks

From the AIMSweb norms, each student’s ROI is converted to a national percentile rank.

The student’s percentile is converted to a point value as shown in the “crosswalk” below.

<u>Student Percentile Points</u>	<u>0-20 point scale</u>
80-99	20
60-79	15
40-59	10
20-39	5
1-19	0

Students’ ROI in reading and numeracy as calculated above will be used for all principal of record of ELA and Math for whom there is no state assessment.

The 20 point scale will be applied in the manner shown below Locally selected measures of Growth or Achievement for no approved Value-Added measure.

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	55-60	91-100
Effective	9-17	9-17	45-54	75-90
Developing	3-8	3-8	39-44	65-74
Ineffective	0-2	0-2	0-38	0-64

(continued)

Procedure for Converting 10th Grade Credit Accumulation Points to Locally Selected Measures of Achievement for the 7-12 Principal

In the grade 7-12 area for the principal evaluation, the achievement score shall be computed on credit accumulation at the end of the 10th grade year. The following formula will be used to derive achievement performance points from the credits accumulated by 10th grade students.

<u>Credits Achieved</u>	<u>Performance Level</u>
≤5.5	1
6-9.5	2
10-13	3
≥13.5	4

$$\frac{((\# \text{ of students scoring 2, 3, 4}) + (\# \text{ of students scoring 3, 4})) \times 7.5}{\# \text{ of students tested}}$$

The 25 point value-added scale will be applied in the manner shown below for Locally selected Measures of growth or achievement.

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	55-60	91-100
Effective	10-21	8-13	45-54	75-90
Developing	3-9	3-7	39-44	65-74
Ineffective	0-2	0-2	0-38	0-64

Tully Central School District 421902040000

APPR Supplement 9.7

Item 9.7

9.7) Process for Assigning Points and Determining HEDI Ratings

Multiple Measures of Effectiveness

The use of our rubric tool will result in a one to one point relationship with the 0-60 point range for other measures of effectiveness. The determination of the HEDI ratings will be made according to the Other Measures of Effectiveness (60 points) column of Table A or Table B as application in APPR Supplement 4.5. The scoring mechanism in our rubric tool is defined here.

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of principal effectiveness consistent with standards prescribed by the Commissioner in regulation. Based on its inclusion of the SED-approved list of rubrics, the *Multidimensional Principal Performance Rubric* published by Learner-Centered Initiatives, Ltd. will be used to evaluate principals.

Within the rubric selected for use in this process there are six domains of performance. These include:

- Domain 1—Shared Vision of Learning
- Domain 2—School Culture and Instructional Program
- Domain 3—Safe, Efficient, Effective Learning Environment
- Domain 4—Community
- Domain 5—Integrity, Fairness, Ethics
- Domain 6—Political, Social, Economic, Legal and Cultural Context

Throughout the six performance domains of the rubric there lies a series of focus areas upon which each principal is evaluated. Each focus area will carry a multiplier number to demonstrate the importance in the creation of a climate for creating and delivering high level instruction for our students. These areas include:

- Instructional Program (x6)
- Strategic Planning Process (x4)
- Sustainability (x3)
- Capacity Building (x3)
- Culture (x1)

Each focus area carries an evaluation rating with an accompany point value as shown below:

- Ineffective-1 point
- Developing-2 point
- Effective-3 point
- Highly Effective-4 point

The terms used in these evaluation ratings is consistent with the expectations of Education Law 3012-c.

In the measurement of the Multiple Measures of Effectiveness, a formula will be used to calculate a point score ranging from zero (0) to sixty (60) of the one hundred (100) maximum points available for the principal evaluation. This formula below calculates the five focus areas of the rubric domains as described above multiplied by the evaluation rating.

$$(\text{Focus Area Point} \times \text{Evaluation Rating Point}) = \text{Focus Area Score}$$

then

$$\text{Sum of all Focus Area Scores (Max. of 200)} \div 3.333 = \text{Score (Max. of 60)}$$

The combination of the rubric evaluation and the goals assessment will comprise the sixty (60) potential points required in the *Multiple Measures of Effectiveness*.

Tully Central School District 421902040000

APPR Supplement 6.2

Item 6.2

Tully Central School Teacher Improvement Plan Form

Date: _____

Teacher: _____

Building: _____

Professional Improvement Support Team:

TIP Teacher

Evaluator

TTA Representative

Reason for Professional Improvement Plan: (Narrative)

PROFESSIONAL IMPROVEMENT PLAN:

1. Strategies:

2. Timeline:

3. Materials/Resources:

4. Outcomes:

SIGNATURES:

Evaluator _____

Date _____

TIP Teacher _____

Date _____

TTA Representative _____

Date _____

cc: Personnel File (original) and TIP Teacher

Tully Central School District 421902040000

APPR Supplement 11.2

Item 11.2

Tully Central School Principal Improvement Plan Form

Date: _____

Principal: _____

Building: _____

Professional Improvement Support Team:

PIP Administrator

Evaluator

Principal Representative

Reason for Professional Improvement Plan: (Narrative)

PROFESSIONAL IMPROVEMENT PLAN:

1. Strategies:

2. Timeline:

3. Materials/Resources:

4. Outcomes:

SIGNATURES:

Evaluator _____

Date _____

PIP Principal _____

Date _____

Principal Representative _____

Date _____

cc: Personnel File (original) and PIP Principal

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)

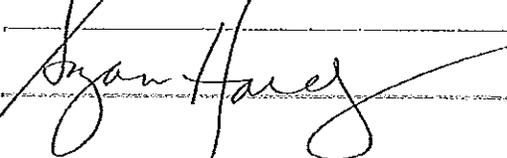
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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

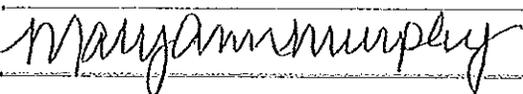
Superintendent Signature: Date: October 11, 2012



Teachers Union President Signature: Date: October 11, 2012



Administrative Union President Signature: Date: October 11, 2012



Board of Education President Signature: Date: October 11, 2012

