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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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April 18, 2013

Revised

Robert Mackey, Superintendent
Unadilla Valley Central School District
PO Box F
New Berlin, NY 13411

Dear Superintendent Mackey:

Congratulations. I am pleased to inform you that your multi-year (2012-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: William Tammaro

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 Thursday, May 03, 2012
Updated Wednesday, August 22, 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 : 081003040000

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

081003040000

1.2) School District Name: UNADILLA VALLEY CSD

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

UNADILLA VALLEY CENTRAL SCHOOL DISTRICT

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

- Governor’s Management Efficiency Grant

- Performance Improvement Grant

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.

2012-2014

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

Created Thursday, May 03, 2012
Updated Wednesday, August 22, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

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

	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	Points Distribution for Teachers: Teachers will administer a beginning of year (BOY) assessment,

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	middle of year (MOY) assessment, end of year (EOY) assessment and the district will calculate a growth score by comparing the EOY results to the BOY results. That growth score will be used to convert each students score into a score ranging from 0-20. The teachers HEDI score will then be calculated by averaging all of the student's scores in the 0-20 range. Below is a sample spreadsheet intended to provide districts with a way to award points in an equitable way, regardless of whether state assessments, approved 3rd party vendor assessments, or SLO's are used as the means to measure the state growth or comparable measures component. The spreadsheet is intended to consider the greater of student growth and student achievement. Data will be collected from PLC Teams for each teacher for the BOY results, MOY results, and the EOY results for their students throughout the school year and the final state growth comparable measures component. The HEDI score will be determined using only the results of the BOY compared to the EOY results using the chart below and the excel file which will be made available to all teachers and administrators. The same chart has been developed using a 25 point scale which will be used after NYSED develops value-added scoring. HEDI scoring bands can be found in appendix M. Teachers who receive a student growth score from the state as a result of student growth on required state assessments will be given that score for the State Growth Component for HEDI purposes. SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
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2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	District Developed K Math
1	State-approved 3rd party assessment	District Developed 1 Math
2	State-approved 3rd party assessment	District Developed 2 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.	Points Distribution for Teachers: Teachers will administer a beginning of year (BOY) assessment, middle of year (MOY) assessment, end of year (EOY) assessment and the district will calculate a growth score by comparing the EOY results to the BOY results. That growth score will be used to convert each students score into a score ranging from 0-20. The teachers HEDI score will then be calculated by averaging all of the student's scores in the 0-20 range. Below is a sample spreadsheet intended to provide districts with a way to award points in an equitable way, regardless of whether state assessments, approved 3rd party vendor assessments, or SLO's are used as the means to measure the state growth or comparable measures component. The spreadsheet is intended to consider the greater of student growth and student achievement. Data will be collected from PLC Teams for each teacher for the BOY results, MOY results, and the EOY results for their students throughout the school year and the final state growth comparable measures component. The HEDI score will be determined using only the results of the BOY compared to the EOY results using the chart below and the excel file which will be made available to all teachers and administrators. The same chart has been developed using a 25 point scale which will be used after NYSED develops value-added scoring. HEDI scoring bands can be found in appendix M. Teachers who receive a student growth score from the state as a result of student growth on required state assessments will be given that score for the State Growth Component for HEDI purposes. SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
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2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	District Developed 6 Science
7	District, regional or BOCES-developed assessment	District Developed 7 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.	Points Distribution for Teachers: Teachers will administer a beginning of year (BOY) assessment, middle of year (MOY) assessment, end of year (EOY) assessment and the district will calculate a growth score by comparing the EOY results to the BOY results. That growth score will be used to convert each students score into a score ranging from 0-20. The teachers HEDI score will then be calculated by averaging all of the student's scores in the 0-20 range. Below is a sample spreadsheet intended to provide districts with a way to award points in an equitable way, regardless of whether state assessments, approved 3rd party vendor assessments, or SLO's are used as the means to measure the state growth or comparable measures component. The spreadsheet is intended to consider the greater of student growth and student achievement. Data will be collected from PLC Teams for each teacher for the BOY results, MOY results, and the EOY results for their students throughout the school year and the final state growth comparable measures component. The HEDI score will be determined using only the results of the BOY compared to the EOY results using the chart below and the excel file which will be made available to all teachers and administrators. The same chart has been developed using a 25 point scale which will be used after NYSED develops value-added scoring. HEDI scoring bands can be found in appendix M. Teachers who receive a student growth score from the state as a result of student growth on required state assessments will be given that score for the State Growth Component for HEDI purposes. SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
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2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	District Developed 6 Social Studies
7	District, regional or BOCES-developed assessment	District Developed 6 Social Studies
8	District, regional or BOCES-developed assessment	District Developed 6 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.

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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	District Developed Global 1

	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.

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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.	Points Distribution for Teachers: Teachers will administer a beginning of year (BOY) assessment, middle of year (MOY) assessment, end of year (EOY) assessment and the district will calculate a growth score by comparing the EOY results to the BOY results. That growth score will be used to convert each students score into a score ranging from 0-20. The teachers HEDI score will then be calculated by averaging all of the student’s scores in the 0-20 range. Below is a sample spreadsheet intended to provide districts with a way to award points in an equitable way, regardless of whether state assessments, approved 3rd party

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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.	Points Distribution for Teachers: Teachers will administer a beginning of year (BOY) assessment, middle of year (MOY) assessment, end of year (EOY) assessment and the district will calculate a growth score by comparing the EOY results to the BOY results. That growth score will be used to convert each students score into a score ranging from 0-20. The teachers HEDI score will then be calculated by averaging all of the student's scores in the 0-20 range. Below is a sample spreadsheet intended to provide districts with a way to award points in an equitable way, regardless of whether state assessments, approved 3rd party vendor assessments, or SLO's are used as the means to measure the state growth or comparable measures component. The spreadsheet is intended to consider the greater of student growth and student achievement. Data will be collected from PLC Teams for each teacher for the BOY results, MOY results, and the EOY results for their students throughout the school year and the final state growth comparable measures component. The HEDI score will be determined using only the results of the BOY compared to the EOY results using the chart below and the excel file which will be made available to all teachers and administrators. The same chart has been developed using a 25 point scale which will be used after NYSED develops value-added scoring. HEDI scoring bands can be found in appendix M. Teachers who receive a student growth score from the state as a result of student growth on required state assessments will be given that score for the State Growth Component for HEDI purposes. SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9 - 17 points) Results meet District goals for similar students.	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 8 points) Results are below District goals for similar students.	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	District Developed ELA 9

Grade 10 ELA	District, regional or BOCES-developed assessment	District Developed ELA 10
Grade 11 ELA	Regents assessment	Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Points Distribution for Teachers: Teachers will administer a beginning of year (BOY) assessment, middle of year (MOY) assessment, end of year (EOY) assessment and the district will calculate a growth score by comparing the EOY results to the BOY results. That growth score will be used to convert each students score into a score ranging from 0-20. The teachers HEDI score will then be calculated by averaging all of the student's scores in the 0-20 range. Below is a sample spreadsheet intended to provide districts with a way to award points in an equitable way, regardless of whether state assessments, approved 3rd party vendor assessments, or SLO's are used as the means to measure the state growth or comparable measures component. The spreadsheet is intended to consider the greater of student growth and student achievement. Data will be collected from PLC Teams for each teacher for the BOY results, MOY results, and the EOY results for their students throughout the school year and the final state growth comparable measures component. The HEDI score will be determined using only the results of the BOY compared to the EOY results using the chart below and the excel file which will be made available to all teachers and administrators. The same chart has been developed using a 25 point scale which will be used after NYSED develops value-added scoring. HEDI scoring bands can be found in appendix M. Teachers who receive a student growth score from the state as a result of student growth on required state assessments will be given that score for the State Growth Component for HEDI purposes. SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9 - 17 points) Results meet District goals for similar students.	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 8 points) Results are below District goals for similar students.	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	Computer Applications	District, Regional or BOCES-developed	District Developed Computer Applications
	Career & Finance	District, Regional or BOCES-developed	District Developed Career & Finance
	English 12	District, Regional or BOCES-developed	District Developed ELA 12
	Government	District, Regional or BOCES-developed	District Developed C=Government
	Economics	District, Regional or BOCES-developed	District Developed Economics
	Math Skills	District, Regional or BOCES-developed	District Developed Math Skills
	Algebra Ia	District, Regional or BOCES-developed	District Developed Algebra Ia
	Geometry Ia	District, Regional or BOCES-developed	District Developed Geometry Ia
	Pre Calculus	District, Regional or BOCES-developed	District Developed Pre Calculus
	Calculus	District, Regional or BOCES-developed	District Developed Calculus
	Agricultural Mechanics	District, Regional or BOCES-developed	District Developed Agricultural Mechanics
	Forensics	District, Regional or BOCES-developed	District Developed Forensics
	Advanced Biology	District, Regional or BOCES-developed	District Developed Advanced Biology
	Psychology	District, Regional or BOCES-developed	District Developed Psychology
	Animal Science	District, Regional or BOCES-developed	District Developed Animal Science
	Agricultural Science	District, Regional or BOCES-developed	District Developed Agricultural Science
	Environmental Science	District, Regional or BOCES-developed	District Developed Environmental Science

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.	Points Distribution for Teachers: Teachers will administer a beginning of year (BOY) assessment, middle of year (MOY) assessment, end of year (EOY) assessment and the district will calculate a growth score by

	comparing the EOY results to the BOY results. That growth score will be used to convert each students score into a score ranging from 0-20. The teachers HEDI score will then be calculated by averaging all of the student's scores in the 0-20 range. Below is a sample spreadsheet intended to provide districts with a way to award points in an equitable way, regardless of whether state assessments, approved 3rd party vendor assessments, or SLO's are used as the means to measure the state growth or comparable measures component. The spreadsheet is intended to consider the greater of student growth and student achievement. Data will be collected from PLC Teams for each teacher for the BOY results, MOY results, and the EOY results for their students throughout the school year and the final state growth comparable measures component. The HEDI score will be determined using only the results of the BOY compared to the EOY results using the chart below and the excel file which will be made available to all teachers and administrators. The same chart has been developed using a 25 point scale which will be used after NYSED develops value-added scoring. HEDI scoring bands can be found in appendix M. Teachers who receive a student growth score from the state as a result of student growth on required state assessments will be given that score for the State Growth Component for HEDI purposes. SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9 - 17 points) Results meet District goals for similar students.	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 8 points) Results are below District goals for similar students.	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Above & SEE ATTACHMENT: UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands

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)

assets/survey-uploads/5364/124372-avH4IQNZMh/Form 2_10_All Other Courses 8-22-12.pdf

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/5364/124372-TXEtxx9bQW/UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands.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 used

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)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
5	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

6	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
7	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
8	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Process for all teachers and principals/administrators: The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district. How the Local Achievement Score will be Calculated: Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator. The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):

	Ineffective 0-2 Developing 3-11 Effective 12-17 Highly Effective 18-20 SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bandsls
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
5	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
6	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
7	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
8	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Process for all teachers and principals/administrators: The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in

	the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district. How the Local Achievement Score will be Calculated: Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator. The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Developing 3-11 Effective 12-17 Highly Effective 18-20 SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

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/5139/124223-rhJdBgDruP/UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands.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	6(ii) School-wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
1	6(ii) School-wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
2	6(ii) School-wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
3	6(ii) School-wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Process for all teachers and principals/administrators: The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district. How the Local Achievement Score will be Calculated:

	Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator. The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Developing 3-11 Effective 12-17 Highly Effective 18-20 SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
1	6(ii) School-wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

2	7) Student Learning Objectives	Proficiency Increase on All PK-12 State Assessments
3	6(ii) School-wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Process for all teachers and principals/administrators: The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district. How the Local Achievement Score will be Calculated: Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator. The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Developing 3-11 Effective 12-17

	Highly Effective 18-20 SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
7	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
8	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Process for all teachers and principals/administrators: The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district. How the Local Achievement Score will be Calculated:

	Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator. The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Developing 3-11 Effective 12-17 Highly Effective 18-20 SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
7	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

8	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Process for all teachers and principals/administrators: The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district. How the Local Achievement Score will be Calculated: Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator. The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Developing 3-11 Effective 12-17 Highly Effective 18-20

	SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
Global 2	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
American History	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Process for all teachers and principals/administrators: The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district

	approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district. How the Local Achievement Score will be Calculated: Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator. The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Developing 3-11 Effective 12-17 Highly Effective 18-20 SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
Earth Science	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
Chemistry	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
Physics	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Process for all teachers and principals/administrators: The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district. How the Local Achievement Score will be Calculated: Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator.

	The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Developing 3-11 Effective 12-17 Highly Effective 18-20 SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
Geometry	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
Algebra 2	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Process for all teachers and principals/administrators: The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district. How the Local Achievement Score will be Calculated: Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator. The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Developing 3-11 Effective 12-17 Highly Effective 18-20 SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
Grade 10 ELA	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
Grade 11 ELA	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Process for all teachers and principals/administrators: The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district. How the Local Achievement Score will be Calculated: Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination

	multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator. The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Developing 3-11 Effective 12-17 Highly Effective 18-20 SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Computer Applications	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	English 9	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	English 10	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

	English 12	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Global Studies I	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Economics	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Government	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Algebra I	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Geometry I	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Math Skills	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Pre Calculus	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Calculus	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Forensics	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Advanced Biology	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Psychology	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Animal Science	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Agricultural Science	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Environmental Science	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Agricultural Mechanics	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments
	Career & Finance	6(ii) School wide measure computed locally	Proficiency Increase on All PK-12 State Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Process for all teachers and principals/administrators: The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state

	assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district. How the Local Achievement Score will be Calculated: Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator. The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Developing 3-11 Effective 12-17 Highly Effective 18-20 SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Above and SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

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)

assets/survey-uploads/5139/124223-Rp0Ol6pk1T/Form 3_12_All Other Courses.pdf

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/5139/124223-y92vNseFa4/UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands.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 used

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.

All teachers will receive one score.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

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Updated Wednesday, August 22, 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.)

Marzano's Causal Teacher Evaluation Model

(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.

Appendix F
Teacher and Principal Practice Rubrics

The following process will be used to complete the 60% review for teachers:
Teacher Roles:
• Laser-like focus on learning and use of achievement data to build a culture of continuous improvement.
• Spend as much time as possible engaging students in rigorous and rich learning opportunities using research based practices.
• Collaborate professionally with their peers working interdependently toward a common goal aimed at improving learning and student achievement.

• Use data from formative, benchmark, and summative assessments as well as progress monitoring assessments to guide improvements in learning.
• Participate in professional development which leads to improved student learning and achievement.
Evaluation Requirements: (based on the New York State Teacher and Principal Evaluation 2012-13 and beyond Summary of Revised APPR Provisions April 2012)
• The use of multiple measures of teacher performance
• At least a majority of the 60 points shall be based on multiple (at least 2) classroom observations by principal, or other trained administrator, at least one of which must be unannounced:
o Observations may be conducted in person or using video
• Any remaining points shall be allocated to one or more of the following and assessed using the practice rubric:
o Observation(s) by trained evaluators independent of school
o Observations by trained in-school peer teachers
o Feedback from students and/or parents using State-approved survey tools
o Structured review of lesson plans, student portfolios and/or other teacher artifacts
• Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year.
Timelines & Procedures:
1. Full year teacher schedule:
June
SMART Goal/SLO drafted and submitted to principal.
September to October
Up to two (2) classroom walk-throughs will be completed by an administrator.
October to Early November
The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This list of action steps may change as the year progresses based on completion as compared with student achievement data collected.

October to August
The teacher will attend targeted professional development focused around the established professional growth goals.
November to January
Up to two (2) classroom walk-throughs will be completed by an administrator.
February to May
Two (2) classroom walk-throughs or an extended observation will be completed by an administrator.
June to August
An administrator will complete a summative review and hold a summative meeting with the teacher. This will be inclusive of the state and local assessment components as well as the Marzano Causal Teacher Evaluation rubric used to generate the Other Measures component.
2. Semestered teacher schedule timeline:
June
SMART Goal/SLO for first semester drafted and submitted to principal.
September
Up to two (2) classroom walk-throughs will be completed by an administrator.
October
The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This list of action steps may change as the year progresses based on completion as compared with student achievement data collected.
November
SMART Goal/SLO for second semester drafted and submitted to principal.
October to January
• The teacher will attend targeted professional development focused around the established professional growth goals.
• Two (2) classroom walk-throughs or up to 2 observations will be completed by an administrator.
February
Up to two (2) classroom walk-throughs or an extended observation will be completed by an administrator.
March
The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This list of action steps may change as the year progresses based on completion as compared with student achievement data collected.
March to June
• The teacher will attend targeted professional development focused around the established professional growth goals.
• Two (2) classroom walk-throughs or up to 2 observations will be completed by an administrator.
June to August
An administrator will complete a summative review and hold a summative meeting with the teacher. This will be inclusive of the state

and local assessment components as well as the Marzano Causal Teacher Evaluation rubric used to generate the Other Measures component.
The District will use the Marzano Causal Teacher Evaluation Model Rubric. Because each element of the agreed upon rubric lists very specific teacher and/or student evidence that should be observable or reviewable by the principal/administrator all 60 points will be awarded through the use of the rubric. This includes the walk-through/observation process, Evidence/Artifact review [see Marzano Causal Teacher Evaluation Model Rubric and appendix J], application of targeted professional development to teacher practice, and other items collaboratively agreed upon by the teacher and administrator in the growth plan meeting. For the purposes of identifying a HEDI rating the following conversion will be used:
Conversion to the New York State Ratings Categories
The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Marzano Causal Evaluation Model Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.
The following steps outline the process used to calculate status score. The Status Score aggregates teachers' ratings across all observed elements within the framework to result in a score.
1. Using the Domain Forms, rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0).
2. Count the number of ratings at each level for each of the four domains
3. For each domain, determine the percentage of the total each level represents (this process is automated in a spreadsheet)
4. For each domain, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on teacher's experience level). This is a domain proficiency score and will be a number between 1 and 4.
5. Using the four domain frequency scores, compute the weighted average to obtain the Status Score. The 3 Category Proficiency Scales can be used to determine a numerical value that represents a proficiency score for each domain. Each domain can be weighted to obtain an overall Status Score. The district will use the following weight for each domain:

a. Domain 1: 68%, 41 Elements
b. Domain 2: 14%, 8 Elements
c. Domain 3: 8%, 5 Elements
d. Domain 4: 10%, 6 Elements
This weighting system distinguishes the Marzano Causal Evaluation Model from traditional evaluation models in that Domain 1 carries the most weight as these strategies are directly related to student learning. Additionally, the most emphasis is placed on the domain proven by research to have the most direct, CAUSAL impact on student achievement.
The weighted average of the 4 domain proficiency scores will result in a single number that can be translated into the following final scale:
a. Highly Effective (3.5 – 4.0)
b. Effective (2.5 – 3.4)
c. Developing (1.5 – 2.4)
d. Ineffective (1.0 – 1.4)
The Instructional Practice Score reflects teachers' performance across all elements within the framework (Domains 1-4) and accounts for teachers' experience levels. Further it assigns weight to the domain with the greatest impact on student achievement (Domain 1) and acknowledges teachers' focus on deliberate practice by measuring teacher improvement over time on specific elements within the framework.
The four category ratings are identical to the categories New York State has adopted. The levels used for each domain element are: Highly Effective, Effective, Developing, and Ineffective.

Background Information (Principal/Instructional Administrator Evaluation)
The following process will be used to complete the point other measures component for administrators:
Principal/Administrator Roles:
• Laser-like focus on teaching and learning and use of achievement data to build a culture of continuous improvement.
• Spend as much time as possible in classrooms to collect evidence and artifacts of effective practice.
• Collaborate professionally with teachers about their performance to work interdependently toward a common goal aimed at improving learning and student achievement.
• Use data from formative, benchmark, and summative assessments as well as progress monitoring assessments to guide improvements in teaching and learning.
• Participate in professional development which leads to improved leadership, teacher efficacy, student learning, and student achievement.
Evaluation Requirements: (based on the New York State Teacher and Principal Evaluation 2012-13 and beyond Summary of Revised APPR Provisions April 2012)
• The use of multiple measures of principal/administrator performance
• At least a majority of the 60 points shall be based on supervisor's broad assessment of principal leadership and management actions based on the practice rubric:
o Must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which

must be unannounced
o Must include at least two other sources of evidence from the following options: structured feedback from constituencies including: teachers, students, and/or families using a State-approved tool; review of school documents, records, and/or State accountability processes
• Any remaining points shall be assigned based on results of one or more ambitious and measureable goals set collaboratively with supervisors:
o At least one goal must address the principal's/administrator's contribution to improving teacher effectiveness, based on 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/administrator on specific teacher effectiveness standards in the practice rubric
o Any other goals shall address quantifiable and verifiable improvements in academic results or the schools learning environment (e.g. student or teacher attendance)
• Any remaining leadership standards not addressed in the assessment of the principal's/administrator's leadership and management actions must be assessed at least once a year.
Timelines & Procedures:
July to August
The administrator and supervisor have a professional growth goal setting conference (replaces the pre-observation conference) to establish professional growth goals for the year (the supervisor will establish two (2) goals for the administrator and the administrator will establish two (2) goals).
July to May
The administrator will attend targeted professional development focused around the established professional growth goals.
October to February
Up to two (2) building walk-throughs will be completed by the supervisor.
October
Supervisor will complete the Marzano School Leadership/Administrator Evaluation rubric for the administrator.
March
Supervisor will complete the Marzano School Leadership/Administrator Evaluation rubric for the administrator.
April to August
Up to two (2) building walk-throughs will be completed by the supervisor.
June to August
The supervisor will complete a summative review and hold a summative meeting with the administrator. This will be inclusive of the state and local assessment components as well as the principal practice rubric component.
The District will use the Marzano School Leadership/Administrator Evaluation Rubric. Because each element of the agreed upon rubric lists very specific principal/administrator and/or student evidence that should be observable or reviewable by the supervisor all 60 points will be awarded through the use of the rubric. This includes the walk-through/observation process, Evidence/Artifact review [see Marzano School Administrator Evaluation Rubric and appendix J], application of targeted professional development to principal/administrator practice, and other items collaboratively agreed upon by the principal/administrator and supervisor in the growth plan meeting. For the purposes of identifying a HEDI rating the following conversion will be used:

Conversion to the New York State Ratings Categories
The principal's/administrator's status score reflects his/her overall understanding and application of the Marzano School Leadership/Administrator Evaluation Rubric Five Domains: Domain 1: A Data-Driven Focus on Student Achievement; Domain 2: Continuous Improvement of Instruction; Domain 3: A Guaranteed and Viable Curriculum; Domain 4: Cooperation and Collaboration; Domain 5: School Climate.
The following steps outline the process used to calculate status score. The Status Score aggregates teachers' ratings across all observed elements within the framework to result in a score.
1. Using the Domain Forms, rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0).
2. Count the number of ratings at each level for each of the five domains
3. For each domain, determine the percentage of the total each level represents (this process is automated in a spreadsheet)
4. For each domain, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on principal's/administrator's experience level). This is a domain proficiency score and will be a number between 1 and 4.
5. Using the five domain frequency scores, compute the weighted average to obtain the Status Score. The 3 Category Proficiency Scales can be used to determine a numerical value that represents a proficiency score for each domain. Each domain can be weighted to obtain an overall Status Score. The district will use the following weight for each domain:

a. Domain 1: 20%
b. Domain 2: 30%
c. Domain 3: 15%
d. Domain 4: 20%
e. Domain 5: 15%
The weighted average of the 4 domain proficiency scores will result in a single number that can be translated into the following final

scale:
a. Highly Effective (3.5 – 4.0)
b. Effective (2.5 – 3.4)
c. Developing (1.5 – 2.4)
d. Ineffective (1.0 – 1.4)
The Instructional Practice Score reflects principals'/administrators' performance across all elements within the framework (Domains 1-5) and accounts for principals'/administrators' experience levels. Further it assigns weight to the domains with the greatest impact on student achievement (Domains 2 & 4) and acknowledges principals'/administrators' focus on deliberate practice by measuring principal/administrator improvement over time on specific elements within the framework.
The four category ratings are identical to the categories New York State has adopted. The levels used for each domain element are: Highly Effective, Effective, Developing, and Ineffective.

Conversion Chart to the New York State Ratings Categories to be Used for Teachers and Principals/Administrators
All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the "Other Measures Component".
Rubric Score to Sub-Component Conversion Chart
Total Average Rubric Score Category Conversion score for composite
Ineffective 0-49
1.000 0
1.008 1
1.017 2
1.025 3
1.033 4
1.042 5
1.050 6
1.058 7
1.067 8
1.075 9
1.083 10
1.092 11
1.100 12
1.108 13
1.115 14
1.123 15
1.131 16
1.138 17
1.146 18
1.154 19
1.162 20
1.169 21
1.177 22
1.185 23
1.192 24
1.200 25
1.208 26
1.217 27
1.225 28
1.233 29
1.242 30
1.250 31
1.258 32
1.267 33
1.275 34
1.283 35
1.292 36
1.300 37
1.308 38

1.317 39
1.325 40
1.333 41
1.342 42
1.350 43
1.358 44
1.367 45
1.375 46
1.383 47
1.392 48
1.400 49
Developing 50-56
1.5 50
1.6 50.7
1.7 51.4
1.8 52.1
1.9 52.8
2 53.5
2.1 54.2
2.2 54.9
2.3 55.6
2.4 56.3
Effective 57-58
2.5 57
2.6 57.2
2.7 57.4
2.8 57.6
2.9 57.8
3 58
3.1 58.2
3.2 58.4
3.3 58.6
3.4 58.8
Highly Effective 59-60
3.5 59
3.6 59.3
3.7 59.5
3.8 59.8
3.9 60
4 60.25 (round to 60)

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

assets/survey-uploads/5091/125026-eka9yMJ855/UV APPR Teacher & Principal Other Measures.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	HEDI Score=59-60 All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve

	as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”.
Effective: Overall performance and results meet NYS Teaching Standards.	HEDI Score=57-58 All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	HEDI Score=50-56 All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	HEDI Score=0-49 All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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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/5265/124426-Df0w3Xx5v6/UV APPR Teacher & Principal Improvement Plan and Appeals Process_1.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:

Appendix I
Teacher and Principal Appeal Process
Appeals Purpose
The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force.

1. The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's or principal/administrator's annual professional performance review. The procedures contained herein are not available to probationary teachers.
2. The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's or principal/administrator's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.
3. This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.
(1) A tenured teacher or principal/administrator who receives a rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

(2) A teacher or principal/administrator may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

(3) A teacher or principal/administrator may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a teacher or principal/administrator performance review must be received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the teacher/principal receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's or principal/administrator's right to appeal that performance review.

(5) An appeal committee will be convened consisting of two (2) administrators designated by the Superintendent and two (2) teachers designated by the Association President. The appeal committee shall be flexible and determined on a case by case basis. The appeal committee shall meet outside of the teacher's or principal/administrator's regular work day and no member of the committee shall receive additional compensation.

(6) Under this appeals process the teacher or principal/administrator has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(7) A teacher or principal/administrator wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(8) Generally, the appeal committee will meet within fifteen (15) calendar days of the Superintendent's receipt of an appeal to hear the appeal.

(9) The appeal committee shall issue a written decision on the merits of the appeal no later than ten (10) calendar days from the date the appeal hearing ends.

(10) If a majority of the appeal committee dismissed the appeal, the teacher's or principal/administrator's score and evaluation shall remain unchanged and the appeal process shall end.

(11) If a majority of the committee sustains the appeal, the appeal shall be forwarded to the Superintendent to review the appeal for a final determination. The Superintendent shall not conduct formal observations of tenured teachers under this APPR. The Superintendent may continue to conduct formal observations of probationary teachers and walkthrough observations of all teachers. The Superintendent may serve as the appeal officer even if he/she conducted a walkthrough of a tenured teacher or principal/administrator.

If the Superintendent sustains the appeal he/she shall issue an appropriate remedy. If the Superintendent dismisses or denies the appeal, the teachers or principal/administrators score and evaluation shall remain unchanged and the appeal process shall end. The Superintendent's decision shall be final and binding and may not be reviewed or appealed further.

A tenured principal/administrator can request that a Superintendent from a neighboring school district using the same leadership practice rubric review the decision of the Unadilla Valley Central School District Superintendent before it is final if he/she was the

lead evaluator who performed the principal/administrator's evaluation.

The Superintendent shall issue a written decision on the appeal no later than ten (10) calendar days from the date the appeal was received from the appeal committee.

(12) The teacher's or principal/administrator's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

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.

Appendix N
Inter-Rater Reliability

In summary, a White Paper published by the New York State Council of School Superintendents quotes Charlotte Danielson describing inter-rater reliability as "trained evaluators who can make accurate and consistent judgments based on evidence." In the broadest sense, three primary "gates" for effective evaluation—fairness, reliability, and validity—must be recognized, established and maintained as the cornerstones of efficacious administrator and teacher evaluation systems. To this end, the Unadilla Valley Central School District will work with the DCMO BOCES Network Team to ensure all lead evaluators maintain inter-rater reliability over time and that they are re-certified by the board of education on an annual basis.
Specifically, to maintain the an acceptable standard of inter-rate reliability, lead evaluators in the Unadilla Valley Central School District will be subject to targeted professional development activities designed to teach best practice data collection, analysis, and reporting methods. Furthermore, the analysis of administrator and teacher artifacts, e.g. homework assignments, projects, quizzes, and parental letters, reports, etc…, will be cross-referenced with employee observation reports. Scheduled lead evaluator training activities will include teaching installments designed to encourage group analysis and scoring of administrator and teacher practice videos using SED approved rubrics. Finally, the District will work internally and with neighboring schools to schedule "Instructional Rounds" for teacher observations and teacher and principal evidence reviews as a means to collaborate, observe, reflect and share highly effective inter-rater reliability practices.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data | Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked

6.7) Assurances -- Data | Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data | Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

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

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

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

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

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

K-5
6-12
K-12 Special Education
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-5	State assessment	State Assessment
6-12	State assessment	State Assessment
K-12 Special Education	State assessment	State 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.	The Process for Administrators: The superintendent and administrator will collaboratively complete the professional growth goal setting process that will be used to obtain the 20 points of the state growth or comparable measures component of the administrator' s APPR (eventually 25 points). 1. Look at the previous year's results of assessments (local and state) that apply under the responsibility of the administrator. 2. Determine areas of focus (building/district goals). 3. Create up to two (2) SLO's/SMART goals based on locally selected measures of student achievement or growth. 4. Determine benchmark/targets for each goal. 5. Collaboratively determine the weight that each goal will have towards the calculation of the 20 points for the final State Growth Component as defined on the SLO/SMART Goal Template. This score will the convert to the NY State developed HEDI scoring ranges. 6. The administrator will provide two quarterly narratives of progress and provide student achievement data to support their summary. A final report will be submitted at least three (3) weeks prior to their summative review conference in order to determine the final local assessment component HEDI score. 7. The points achieved for all teachers under their direct supervision will be averaged to come up with a HEDI state growth or comparable measures component. Principals/administrators will receive points based on the students' performance on the assessments as determined by the

	State Education Department. Options for calculating the State Growth Component score for principals/administrators: a) Result of student growth as applied to State assessments b) If the principal/administrator is not covered by a State-provided growth measure, the principal/administrator must complete a Student Learning Objective with one of the following options (or a combination of them): student growth on state assessment(s); student growth on district administered state approved 3rd party assessments; and/or student growth on district, regional or BOCES-developed assessments provided that the District verifies comparability and rigor. The percentage of students To convert the percentage of students' proficient the HEDI scoring ranges for Teachers and principals/administrators (in cases where we can't average the student points as calculated on our State Growth Comparable Measure Distribution of Points Form, see pages 30 and 62, within the principal's/administrators building) will be: SEE attachment UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	SEE attachment UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	SEE attachment UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	SEE attachment UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	SEE attachment UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands

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

assets/survey-uploads/5365/125060-lha0DogRNw/UV APPR Appendix C State Growth Teachers and Principals and Appendix M HEDI Scoring Bands.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

K-8 schools with growth measures for ELA and Math grades 4-8.)

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Proficiency Increase on All PK-12 State
6-12	(d) measures used by district for teacher evaluation	Proficiency Increase on All PK-12 State
K-12 Special & Remedial Education	(d) measures used by district for teacher evaluation	Proficiency Increase on All PK-12 State

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Process for all teachers and principals/administrators: The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district. How the Local Achievement Score will be Calculated:

	Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator. The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Developing 3-11 Effective 12-17 Highly Effective 18-20 SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

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/5366/124230-qBFVOWF7fC/UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Proficiency Increase on All PK-12 State
6-12	(d) measures used by district for teacher evaluation	Proficiency Increase on All PK-12 State
K-12 Special & Remedial Education	(d) measures used by district for teacher evaluation	Proficiency Increase on All PK-12 State

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Process for all teachers and principals/administrators: The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district. How the Local Achievement Score will be Calculated: Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator. The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to

	exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure) The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale): Ineffective 0-2 Developing 3-11 Effective 12-17 Highly Effective 18-20 SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	SEE attachment UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands

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

(No response)

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

assets/survey-uploads/5366/124230-T8MlGWUVm1/UV APPR Appendix D Local Achievement Component for Teachers and Principals and Appendix M HEDI Scoring Bands.pdf

8.3) Locally Developed Controls

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

No controls used

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.

All principals will receive one locally selected measure.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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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.

Marzano's School Administrator Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals | Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals | Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) | Structured feedback from teachers using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable) | Structured feedback from students using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable) | Structured feedback from families using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable) | School visits by other trained evaluators	Checked
9.4) Sources of Evidence (if applicable) | Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

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.

Appendix F
Teacher and Principal Practice Rubrics

The following process will be used to complete the 60% review for teachers:
Teacher Roles:
• Laser-like focus on learning and use of achievement data to build a culture of continuous improvement.
• Spend as much time as possible engaging students in rigorous and rich learning opportunities using research based practices.
• Collaborate professionally with their peers working interdependently toward a common goal aimed at improving learning and student achievement.
• Use data from formative, benchmark, and summative assessments as well as progress monitoring assessments to guide improvements in learning.
• Participate in professional development which leads to improved student learning and achievement.
Evaluation Requirements: (based on the New York State Teacher and Principal Evaluation 2012-13 and beyond Summary of Revised APPR Provisions April 2012)
• The use of multiple measures of teacher performance
• At least a majority of the 60 points shall be based on multiple (at least 2) classroom observations by principal, or other trained administrator, at least one of which must be unannounced:
o Observations may be conducted in person or using video
• Any remaining points shall be allocated to one or more of the following and assessed using the practice rubric:
o Observation(s) by trained evaluators independent of school
o Observations by trained in-school peer teachers
o Feedback from students and/or parents using State-approved survey tools
o Structured review of lesson plans, student portfolios and/or other teacher artifacts
• Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year.
Timelines & Procedures:
1. Full year teacher schedule:
June
SMART Goal/SLO drafted and submitted to principal.
September to October
Up to two (2) classroom walk-throughs will be completed by an administrator.
October to Early November
The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This list of action steps may change as the year progresses based on completion as compared with student achievement data collected.

October to August
The teacher will attend targeted professional development focused around the established professional growth goals.
November to January
Up to two (2) classroom walk-throughs will be completed by an administrator.
February to May
Two (2) classroom walk-throughs or an extended observation will be completed by an administrator.
June to August
An administrator will complete a summative review and hold a summative meeting with the teacher. This will be inclusive of the state

and local assessment components as well as the Marzano Causal Teacher Evaluation rubric used to generate the Other Measures component.
2. Semestered teacher schedule timeline:
June
SMART Goal/SLO for first semester drafted and submitted to principal.
September
Up to two (2) classroom walk-throughs will be completed by an administrator.
October
The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This list of action steps may change as the year progresses based on completion as compared with student achievement data collected.
November
SMART Goal/SLO for second semester drafted and submitted to principal.
October to January
• The teacher will attend targeted professional development focused around the established professional growth goals.
• Two (2) classroom walk-throughs or up to 2 observations will be completed by an administrator.
February
Up to two (2) classroom walk-throughs or an extended observation will be completed by an administrator.
March
The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This list of action steps may change as the year progresses based on completion as compared with student achievement data collected.
March to June
• The teacher will attend targeted professional development focused around the established professional growth goals.
• Two (2) classroom walk-throughs or up to 2 observations will be completed by an administrator.
June to August
An administrator will complete a summative review and hold a summative meeting with the teacher. This will be inclusive of the state and local assessment components as well as the Marzano Causal Teacher Evaluation rubric used to generate the Other Measures component.
The District will use the Marzano Causal Teacher Evaluation Model Rubric. Because each element of the agreed upon rubric lists very specific teacher and/or student evidence that should be observable or reviewable by the principal/administrator all 60 points will be awarded through the use of the rubric. This includes the walk-through/observation process, Evidence/Artifact review [see Marzano Causal Teacher Evaluation Model Rubric and appendix J], application of targeted professional development to teacher practice, and other items collaboratively agreed upon by the teacher and administrator in the growth plan meeting. For the purposes of identifying a HEDI rating the following conversion will be used:
Conversion to the New York State Ratings Categories
The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Marzano Causal Evaluation Model Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.
The following steps outline the process used to calculate status score. The Status Score aggregates teachers' ratings across all observed elements within the framework to result in a score.
1. Using the Domain Forms, rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0).
2. Count the number of ratings at each level for each of the four domains
3. For each domain, determine the percentage of the total each level represents (this process is automated in a spreadsheet)
4. For each domain, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on teacher's experience level). This is a domain proficiency score and will be a number between 1 and 4.
5. Using the four domain frequency scores, compute the weighted average to obtain the Status Score. The 3 Category Proficiency Scales can be used to determine a numerical value that represents a proficiency score for each domain. Each domain can be weighted to obtain an overall Status Score. The district will use the following weight for each domain:

a. Domain 1: 68%, 41 Elements
b. Domain 2: 14%, 8 Elements
c. Domain 3: 8%, 5 Elements
d. Domain 4: 10%, 6 Elements
This weighting system distinguishes the Marzano Causal Evaluation Model from traditional evaluation models in that Domain 1 carries the most weight as these strategies are directly related to student learning. Additionally, the most emphasis is placed on the domain proven by research to have the most direct, CAUSAL impact on student achievement.
The weighted average of the 4 domain proficiency scores will result in a single number that can be translated into the following final scale:
a. Highly Effective (3.5 – 4.0)

b. Effective (2.5 – 3.4)
c. Developing (1.5 – 2.4)
d. Ineffective (1.0 – 1.4)
The Instructional Practice Score reflects teachers' performance across all elements within the framework (Domains 1-4) and accounts for teachers' experience levels. Further it assigns weight to the domain with the greatest impact on student achievement (Domain 1) and acknowledges teachers' focus on deliberate practice by measuring teacher improvement over time on specific elements within the framework.
The four category ratings are identical to the categories New York State has adopted. The levels used for each domain element are: Highly Effective, Effective, Developing, and Ineffective.

Background Information (Principal/Instructional Administrator Evaluation)
The following process will be used to complete the point other measures component for administrators:
Principal/Administrator Roles:
• Laser-like focus on teaching and learning and use of achievement data to build a culture of continuous improvement.
• Spend as much time as possible in classrooms to collect evidence and artifacts of effective practice.
• Collaborate professionally with teachers about their performance to work interdependently toward a common goal aimed at improving learning and student achievement.
• Use data from formative, benchmark, and summative assessments as well as progress monitoring assessments to guide improvements in teaching and learning.
• Participate in professional development which leads to improved leadership, teacher efficacy, student learning, and student achievement.
Evaluation Requirements: (based on the New York State Teacher and Principal Evaluation 2012-13 and beyond Summary of Revised APPR Provisions April 2012)
• The use of multiple measures of principal/administrator performance
• At least a majority of the 60 points shall be based on supervisor's broad assessment of principal leadership and management actions based on the practice rubric:
o Must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be unannounced
o Must include at least two other sources of evidence from the following options: structured feedback from constituencies including: teachers, students, and/or families using a State-approved tool; review of school documents, records, and/or State accountability processes
• Any remaining points shall be assigned based on results of one or more ambitious and measureable goals set collaboratively with supervisors:
o At least one goal must address the principal's/administrator's contribution to improving teacher effectiveness, based on 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/administrator on specific teacher effectiveness standards in the practice rubric
o Any other goals shall address quantifiable and verifiable improvements in academic results or the schools learning environment (e.g. student or teacher attendance)
• Any remaining leadership standards not addressed in the assessment of the principal's/administrator's leadership and management actions must be assessed at least once a year.
Timelines & Procedures:
July to August
The administrator and supervisor have a professional growth goal setting conference (replaces the pre-observation conference) to establish professional growth goals for the year (the supervisor will establish two (2) goals for the administrator and the administrator will establish two (2) goals).
July to May
The administrator will attend targeted professional development focused around the established professional growth goals.
October to February
Up to two (2) building walk-throughs will be completed by the supervisor.
October
Supervisor will complete the Marzano School Leadership/Administrator Evaluation rubric for the administrator.
March
Supervisor will complete the Marzano School Leadership/Administrator Evaluation rubric for the administrator.
April to August
Up to two (2) building walk-throughs will be completed by the supervisor.
June to August
The supervisor will complete a summative review and hold a summative meeting with the administrator. This will be inclusive of the state and local assessment components as well as the principal practice rubric component.
The District will use the Marzano School Leadership/Administrator Evaluation Rubric. Because each element of the agreed upon rubric lists very specific principal/administrator and/or student evidence that should be observable or reviewable by the supervisor all 60 points will be awarded through the use of the rubric. This includes the walk-through/observation process, Evidence/Artifact review

[see Marzano School Administrator Evaluation Rubric and appendix J], application of targeted professional development to principal/administrator practice, and other items collaboratively agreed upon by the principal/administrator and supervisor in the growth plan meeting. For the purposes of identifying a HEDI rating the following conversion will be used:

Conversion to the New York State Ratings Categories
The principal's/administrator's status score reflects his/her overall understanding and application of the Marzano School Leadership/Administrator Evaluation Rubric Five Domains: Domain 1: A Data-Driven Focus on Student Achievement; Domain 2: Continuous Improvement of Instruction; Domain 3: A Guaranteed and Viable Curriculum; Domain 4: Cooperation and Collaboration; Domain 5: School Climate.
The following steps outline the process used to calculate status score. The Status Score aggregates teachers' ratings across all observed elements within the framework to result in a score.
1. Using the Domain Forms, rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0).
2. Count the number of ratings at each level for each of the five domains
3. For each domain, determine the percentage of the total each level represents (this process is automated in a spreadsheet)
4. For each domain, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on principal's/administrator's experience level). This is a domain proficiency score and will be a number between 1 and 4.
5. Using the five domain frequency scores, compute the weighted average to obtain the Status Score. The 3 Category Proficiency Scales can be used to determine a numerical value that represents a proficiency score for each domain. Each domain can be weighted to obtain an overall Status Score. The district will use the following weight for each domain:

a. Domain 1: 20%
b. Domain 2: 30%
c. Domain 3: 15%
d. Domain 4: 20%
e. Domain 5: 15%
The weighted average of the 4 domain proficiency scores will result in a single number that can be translated into the following final scale:
a. Highly Effective (3.5 – 4.0)
b. Effective (2.5 – 3.4)
c. Developing (1.5 – 2.4)
d. Ineffective (1.0 – 1.4)
The Instructional Practice Score reflects principals'/administrators' performance across all elements within the framework (Domains 1-5) and accounts for principals'/administrators' experience levels. Further it assigns weight to the domains with the greatest impact on student achievement (Domains 2 & 4) and acknowledges principals'/administrators' focus on deliberate practice by measuring principal/administrator improvement over time on specific elements within the framework.
The four category ratings are identical to the categories New York State has adopted. The levels used for each domain element are: Highly Effective, Effective, Developing, and Ineffective.

Conversion Chart to the New York State Ratings Categories to be Used for Teachers and Principals/Administrators
All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the "Other Measures Component".
Rubric Score to Sub-Component Conversion Chart
Total Average Rubric Score Category Conversion score for composite
Ineffective 0-49
1.000 0
1.008 1
1.017 2
1.025 3
1.033 4
1.042 5
1.050 6
1.058 7
1.067 8
1.075 9
1.083 10
1.092 11

1.100 12
1.108 13
1.115 14
1.123 15
1.131 16
1.138 17
1.146 18
1.154 19
1.162 20
1.169 21
1.177 22
1.185 23
1.192 24
1.200 25
1.208 26
1.217 27
1.225 28
1.233 29
1.242 30
1.250 31
1.258 32
1.267 33
1.275 34
1.283 35
1.292 36
1.300 37
1.308 38
1.317 39
1.325 40
1.333 41
1.342 42
1.350 43
1.358 44
1.367 45
1.375 46
1.383 47
1.392 48
1.400 49
Developing 50-56
1.5 50
1.6 50.7
1.7 51.4
1.8 52.1
1.9 52.8
2 53.5
2.1 54.2
2.2 54.9
2.3 55.6
2.4 56.3
Effective 57-58
2.5 57
2.6 57.2
2.7 57.4
2.8 57.6
2.9 57.8
3 58
3.1 58.2
3.2 58.4
3.3 58.6
3.4 58.8
Highly Effective 59-60

3.5 59
3.6 59.3
3.7 59.5
3.8 59.8
3.9 60
4 60.25 (round to 60)

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

assets/survey-uploads/5143/125208-pMADJ4gk6R/UV APPR Teacher & Principal Other Measures.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.	HEDI Score=59-60 All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”.
Effective: Overall performance and results meet standards.	HEDI Score=57-58 All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”.
Developing: Overall performance and results need improvement in order to meet standards.	HEDI Score=50-56 All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”.
Ineffective: Overall performance and results do not meet standards.	HEDI Score=0-49 All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the “Other Measures Component”.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

9.8) School Visits

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

Probationary Principals

By supervisor	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

Tenured Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

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Updated Wednesday, August 22, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/125211-Df0w3Xx5v6/UV APPR Teacher & Principal Improvement Plan and Appeals Process_1.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:

Appendix I
Teacher and Principal Appeal Process
Appeals Purpose
The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force.
1. The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's or principal/administrator's annual professional performance review. The procedures contained herein are not

available to probationary teachers.
2. The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's or principal/administrator's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.
3. This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.
(1) A tenured teacher or principal/administrator who receives a rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

(2) A teacher or principal/administrator may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

(3) A teacher or principal/administrator may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a teacher or principal/administrator performance review must be received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the teacher/principal receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's or principal/administrator's right to appeal that performance review.

(5) An appeal committee will be convened consisting of two (2) administrators designated by the Superintendent and two (2) teachers designated by the Association President. The appeal committee shall be flexible and determined on a case by case basis. The appeal committee shall meet outside of the teacher's or principal/administrator's regular work day and no member of the committee shall receive additional compensation.

(6) Under this appeals process the teacher or principal/administrator has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(7) A teacher or principal/administrator wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(8) Generally, the appeal committee will meet within fifteen (15) calendar days of the Superintendent's receipt of an appeal to hear the appeal.

(9) The appeal committee shall issue a written decision on the merits of the appeal no later than ten (10) calendar days from the date the appeal hearing ends.

(10) If a majority of the appeal committee dismissed the appeal, the teacher's or principal/administrator's score and evaluation shall remain unchanged and the appeal process shall end.

(11) If a majority of the committee sustains the appeal, the appeal shall be forwarded to the Superintendent to review the appeal for a final determination. The Superintendent shall not conduct formal observations of tenured teachers under this APPR. The Superintendent may continue to conduct formal observations of probationary teachers and walkthrough observations of all teachers. The Superintendent may serve as the appeal officer even if he/she conducted a walkthrough of a tenured teacher or principal/administrator.

If the Superintendent sustains the appeal he/she shall issue an appropriate remedy. If the Superintendent dismisses or denies the appeal, the teachers or principal/administrators score and evaluation shall remain unchanged and the appeal process shall end. The Superintendent's decision shall be final and binding and may not be reviewed or appealed further.

A tenured principal/administrator can request that a Superintendent from a neighboring school district using the same leadership practice rubric review the decision of the Unadilla Valley Central School District Superintendent before it is final if he/she was the lead evaluator who performed the principal/administrator's evaluation.

The Superintendent shall issue a written decision on the appeal no later than ten (10) calendar days from the date the appeal was received from the appeal committee.

(12) The teacher's or principal/administrator's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

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.

Appendix N
Inter-Rater Reliability

In summary, a White Paper published by the New York State Council of School Superintendents quotes Charlotte Danielson describing inter-rater reliability as "trained evaluators who can make accurate and consistent judgments based on evidence." In the broadest sense, three primary "gates" for effective evaluation—fairness, reliability, and validity—must be recognized, established and maintained as the cornerstones of efficacious administrator and teacher evaluation systems. To this end, the Unadilla Valley Central School District will work with the DCMO BOCES Network Team to ensure all lead evaluators maintain inter-rater reliability over time and that they are re-certified by the board of education on an annual basis.
Specifically, to maintain the an acceptable standard of inter-rate reliability, lead evaluators in the Unadilla Valley Central School District will be subject to targeted professional development activities designed to teach best practice data collection, analysis, and reporting methods. Furthermore, the analysis of administrator and teacher artifacts, e.g. homework assignments, projects, quizzes, and parental letters, reports, etc…, will be cross-referenced with employee observation reports. Scheduled lead evaluator training activities will include teaching installments designed to encourage group analysis and scoring of administrator and teacher practice videos using SED approved rubrics. Finally, the District will work internally and with neighboring schools to schedule "Instructional Rounds" for teacher observations and teacher and principal evidence reviews as a means to collaborate, observe, reflect and share highly effective inter-rater reliability practices.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building

principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data | Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked

11.7) Assurances -- Data | Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data | Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

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12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/125221-3Uqgn5g9Iu/District Certification Form as of 8-22-12.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.

Unadilla Valley Central School

Teachers and Principals

Annual Professional Performance Review Plan

In Compliance with Commissioner Regulations, Part 100.2(o)

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The Purpose of the APPR Plan

At the Unadilla Valley Central School District the purpose of the APPR Plan is to ensure high levels of student learning for all students and improve teacher and administrator professional practice. The APPR Plan encourages professional growth and development through a process that is based on current research on best practices and is aligned with New York State's Teaching Standards [see appendix A] as well as the Interstate School Leaders Licensure Consortium (ISLLC) Standards [see appendix B]. All Unadilla Valley Central School students shall have access to teachers and administrators of the highest quality through the use of a thorough teacher and principal evaluation system. This system should further the district mission:

> To provide students with a quality education of high academic standards while fostering creativity, diversity, and critical thinking in a safe and nurturing environment.

The Goal of the APPR Plan

At the Unadilla Valley Central School District the goal of the APPR Plan is to ensure high levels of student learning through the use of a thorough teacher and administrator evaluation system. This system should foster the fulfillment of the district vision:

Uniting school and community
Valuing academic excellence
Safe and nurturing environment
Tailoring curriculum to diverse needs
Outstanding character development
Respectful, responsible, productive citizens
Motivating life-long learners

The UV Pledge and the APPR Plan

The APPR Plan should instill the beliefs embodied in the Unadilla Valley Pledge into the teacher and administrator evaluation process. This process should instill the values of the UV Pledge into the everyday actions of all teachers and administrators as they interact with the community, each other, and our students.

The Unadilla Valley Pledge

As citizens . . .

We are proud, independent, smart, and strong.
We take responsibility for our actions and act in a responsible way.
We are courteous and considerate and treat others the way we want to be treated.
We strive to learn from each other and allow others to learn without being disturbed.
We always give our best to our community, our families, our peers and ourselves.

Guiding Principles of the APPR Process

- It is every teacher's and administrator's responsibility to continue to grow professionally.
- It is the district's responsibility to provide the resources and support for teachers and administrators to improve instruction, continuously improve student learning, and improve professional practice.

- The overarching goal of the evaluation process is that teachers, administrators, and evaluators examine the evidence obtained by multiple measures of teaching practice, leadership practice, and student achievement to plan for meaningful professional learning and improvement of pedagogy and student learning.
- Evaluations will be conducted openly and objectively with the full involvement of the teacher and administrator.

Definition of Covered Teachers/Principals/Instructional Administrators

The APPR Plan will apply to all teachers in grades Pre K through 12 and all principals. Where applicable, other district administrators and faculty will be evaluated using all or some of the aspects of the APPR Plan.

Ensuring Accurate Student, Teacher, and Administrator Data

The District shall provide accurate data to the New York State Education Department (the "NYSED") in a format and timeline prescribed by the Commissioner. The District shall also provide an opportunity for every covered teacher and principal, as well as other district administrators or staff as needed, to verify the subjects and/or student rosters assigned to him/her. The Chief Information Officer (CIO) shall be designated as the person who shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The CIO shall have the authority to assign tasks and deadlines, as required. Data verification dates will align with the NYSED data verification dates each year.

Reporting Individual Subcomponent Scores

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered teacher and administrator in the District, and shall do so in a format and timeline prescribed by the Commissioner. The district will adhere strictly to the requirements for reporting sub-component and composite scores to the New York State Department of Education established by regulations.

Development, Security and Scoring of Assessments

The District shall be responsible for overseeing the assessment development, security, and scoring processes utilized under this APPR Plan, and shall take steps to ensure that any assessments and/or measures used to evaluate teachers and administrators are not disseminated to students before administration, and that teachers and administrators do not have a vested interest in the outcome of the assessments they score.

Assessments may be district developed, collaboratively developed in PLC teams, regionally developed (in our BOCES for example), or vendor developed. All assessments will be reviewed for necessary rigor and alignment with the appropriate common core learning standards (CCLS) and New York State assessments.

Details of the District's Evaluation System

Under Education Law §3012-c, each teacher and principal must receive an APPR resulting in a single composite effectiveness score and a rating of “highly effective,” “effective,” “developing,” or “ineffective” (HEDI). The composite score will be determined as follows:

- 20 percent student growth on state assessments or a comparable measure of student growth (25 percent upon implementation of a value-added growth model). NYSED is required to score and report the teacher student growth percentile (TSGP) and principal student growth percentile (PSGP) after the value-added measure system is approved by the Regents. NYSED has required that the vendor for this component of the evaluation system provide the growth data to the district by June 15 for inclusion in the final composite score. Should the TSGP and PSGP scores not arrive by June 15 the District will complete necessary summative reviews within 60 days of receipt of the scores.

  The instructional coaches in consultation with the curriculum coordinator, CIO, administrative council, and the LINKS Team will compile a list of acceptable assessments to be used to measure the State Growth Component using a comparable measure where a State assessment doesn't exist. This same group will put together before the start of each school year a local assessment administration calendar and disseminate it to all staff by June 15 of the previous school year to aid teachers and principals/administrators in planning over the summer months [see appendix C];

- 20 percent other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms (15 percent following implementation of a value-added model). UV will use a balanced assessment approach which shall include benchmark assessments of students in the first two (2) quarters of the year, common or collaboratively developed formative assessments aligned to the appropriate CCLS, progress monitoring assessments, and evidence of the use of data from these assessments to inform and adjust instruction to improve student learning.

  The instructional coaches in consultation with the curriculum coordinator, CIO, administrative council, and the LINKS Team will develop a list of appropriate assessments (called the District List of Local Assessments of Student Learning) for the local assessment component of the APPR for PLC Teams to select from. This will ensure comparability, validity, rigor, degree to which the assessment can be aligned to State standards, and degree to which the assessment(s) match classroom instruction. This same group will put together before the start of each school year a local assessment administration calendar and disseminate it to all staff by June 15 of the previous school year to aid teachers and principals/administrators in planning over the summer months[see appendix D]; and,

- 60 percent based on multiple measures of effective teaching practice aligned with the state's teaching standards and multiple measures of effective leadership practice aligned with the ISLLC standards. The teacher practice rubric that will be used at Unadilla Valley Central School will be the Marzano Causal Teacher Evaluation Rubric [see appendix F]. The principal/administrator practice rubric we will use is the Marzano Leadership Evaluation Rubric. The selection of these rubrics aligns teacher and principal/administrator evaluation around the same elements that the Marzano Research Laboratory have found in study after study to improve student achievement between 16% and 31% on assessments if they are successfully implemented in the classroom and school.

The intent of the evaluation system is to foster a culture of continuous growth for professionals. Professional development will be imbedded into the APPR process [see appendix G]. Teachers and principals receiving a developing or ineffective rating shall be placed on improvement plans [see appendix H]. The APPR is required to be a significant factor in employment decisions including, but not limited to: retention, tenure determination, termination, supplemental compensation and professional development. At this time no local controls will be applied to the State Growth Component for teachers or principals/administrators.

Test Integrity

The District will ensure that no teacher shall score or administer any examination where the teacher has a vested outcome in the results of that examination (used to determine the teacher's composite score or any part thereof). The District will house assessments in a secure location until the time when the assessment will be administered to students. To the extent possible, local assessments will be regionally developed.

Details of Timely and Constructive Feedback Provided to Teachers and Administrators

The Marzano Causal Teacher Evaluation rubric and the Marzano Leadership Evaluation rubric will be employed in our district to evaluate teacher and principal/administrator practice. We will combine a walk-through and formal observation evaluation model to provide teachers and principals/administrators with their own progress monitoring data on professional practice. We will use the HEDI Conversion for the teacher practice rubric provided by the vendor of the Marzano Causal Teacher Evaluation Model and found on NYSED list of approved rubrics. We have created our own conversion of the Marzano Leadership Evaluation Rubric to a HEDI score that models the one for the teacher practice rubric. Detailed information about the rubrics and how our scoring under HEDI will work for teachers and principals/administrators can be found in appendix F. All of the following are clearly defined in that appendix.

- Description of practice rubrics
- Roles
- Requirements
- Timelines and procedures

Teachers or principals/administrators with a score of developing or ineffective will be placed on an Improvement Plan (IP). Non-tenured teachers can't appeal their rating; however tenured teachers will have that ability.

Appeals of Annual Professional Performance Reviews

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. A tenured principal/administrator or teacher may challenge the overall rating of ineffective or developing on the Summative Evaluation. In an appeal, the principal or teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief. Non-tenured principals or teachers may not appeal an APPR rating of developing or ineffective nor can they appeal the improvement plan (IP) process or outcome.

A tenured principal or teacher who believes that the terms of an IP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of an IP in concluding an unsatisfactory rating, may follow the steps of the appeal process below.

The scope of any appeal will be limited to the following subjects:

a) The substance of the individual's annual professional performance review;

b) The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;

c) The adherence to the Commissioner's regulations, as applicable to such reviews;

d) Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by *"Details of the District's Evaluation System"*, above; or,

e) The District's issuance and/or implementation of the terms of the IP under Education Law 3012-c in connection with an ineffective or developing rating.

The steps of the appeal process can be found in Appendix I.

Duration and Nature of Training Provided to Evaluators and Lead Evaluators

The "lead evaluator" is the administrator who is primarily responsible for a teacher's or principal's/instructional administrator's APPR composite rating under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher or principal/instructional administrator.

All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103. Such training shall include application and use of the State-approved teacher and principal/instructional administrator practice rubric(s) selected for use in evaluations.

To be deemed a district certified lead evaluator one must successfully complete a training course meeting the minimum requirements prescribed in the law and regulations. [see appendix N]

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the ISLLC standards, the district's teacher and principal practice rubrics, necessary forms, and the procedures to be followed consistent with the approved APPR plan. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 20 calendar days of the beginning of each subsequent school year for newly hired staff.

Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations or school visits as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations there under, as long as such training is successfully completed prior to completion of the annual professional performance review [see appendix F].

Required Certificates

The District shall include with this APPR Plan any certifications required by the law or regulations upon the completion of collective negotiations with the bargaining agent of the covered teachers and principals/instructional administrators (where applicable).

Effect on Existing Collective Bargaining Agreements

The APPR Plan will be reviewed every other year by the joint APPR Committee and revised as necessary. Nothing herein shall be construed to abrogate any conflicting provisions of collective bargaining agreements.

Filing and Publication of APPR Plan

This APPR Plan shall be adopted by the board of education by September 1 of each year, filed in the District Office, and shall be made available to the public on the District's website within ten days after its adoption.

Appendix A
New York State Teaching Standards

Standard I: 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.

Element I.1:
Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

Performance Indicators:
- Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
- Teachers create developmentally appropriate lessons that address students' learning differences and needs.
- Teachers implement lessons and modify instruction based upon students' developmental needs.

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

Performance Indicators:
- Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
- Teachers 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.

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

Performance Indicators:
- Teachers vary and modify instruction to meet the diverse learning needs of each student.
- Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.

Element I.4:
Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Performance Indicators:
- Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.
- Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.

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.

Performance Indicators:
- Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
- Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning.
- Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives.

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

Performance Indicators:
- Teachers use technological tools and a variety of communication strategies to engage each student.
- Teachers assist students to become knowledgeable and critical consumers and users of quality information.

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.

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).

Performance Indicators:
- Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
- Teachers engage students to use key disciplinary language with comprehension through instruction.
- Teachers demonstrate the effective use of current developments in pedagogy and content.
- Teachers design learning experiences that foster student understanding of key disciplinary themes.
- Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.

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.

Performance Indicators:
- Teachers facilitate students' ability to develop diverse social and cultural perspectives.
- Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.

- Teachers 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.
- Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

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

Performance Indicators:
- Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
- Teachers adapt instruction in response to various levels of student understanding.
- Teachers make meaningful connections between content and students' life experiences.
- Teachers create opportunities for students to engage in self-directed learning.

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

Performance Indicators:
- Teachers design learning experiences that are aligned with learning standards.
- Teachers articulate clear learning objectives that align with learning standards.
- Teachers include opportunities for students' to achieve learning goals in a variety of ways.

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

Performance Indicators:
- Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods.
- Teachers address common misconceptions in the content area through instructional methods.
- Teachers design learning experiences that connect students' prior knowledge and instruction to new content.

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

Performance Indicators:
- Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
- Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
- Teachers organize and effectively use time to achieve learning goals.

- Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
- Teachers access appropriate resources to meet specific learning differences or needs.

Standard III: Instructional Practice

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

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.

Performance Indicators:

- Teachers align instruction to standards.
- Teachers 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.

Element III.2:

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

Performance 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 a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.
- Teachers adjust communication in response to student needs.

Element III.3:

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

Performance Indicators:

- Teachers 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.

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.

Performance Indicators:

- Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.

- Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
- Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.

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

Performance 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.
- Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
- Students utilize technologies and resources to solve real world problems.

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

Performance Indicators:
- Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
- Teachers seek and provide feedback during and after instruction.
- Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.

Standard IV: Learning Environment
Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

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

Performance Indicators:
- Teachers are caring and respectful in their interactions with students.
- Teachers embrace student diversity as an asset in the classroom.
- Teachers recognize and reinforce positive interactions among students.
- Teachers create a climate of acceptance and respect.
- Teachers create an environment where students show responsibility to and for one another.

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

Performance Indicators:

- Teachers encourage students to set high standards and expectations for their own performance.
- Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
- Teachers 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.

Element IV.3:

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

Performance Indicators:

- Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
- Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
- Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
- Students exhibit respectful classroom interactions.

Element IV.4:

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

Performance Indicators:

- Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.
- Teachers ensure that all students have equitable access to available resources and technologies.
- Teachers effectively use the services and skills of available volunteers and paraprofessionals.
- Teachers know and implement policies and procedures to ensure student safety.

Standard V: Assessment for Student Learning

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

Element V.1:

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

Performance Indicators:

- Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
- Teachers use formative assessment to inform teaching and learning.
- Teachers use summative assessment to measure and record student achievement.
- Teachers design assessments that are aligned with curricular and instructional goals.

- Teachers design and select assessments that accurately determine mastery of student skills and knowledge.
- Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
- Teachers implement required testing accommodations.

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

Performance Indicators:
- Teachers analyze data accurately.
- Teachers provide timely feedback to engage students in self-reflection and self-improvement.
- Teachers use assessment data to set goals and design and differentiate instruction.
- Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.

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

Performance Indicators:
- Teachers provide access to information on student assessments.
- Teachers provide appropriate information and interpretation of various assessment data.

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

Performance Indicators:
- Teachers demonstrate an understanding of assessment measures, grading, and procedures.
- Teachers develop a plan for their overall assessment system.
- Teachers use their plans and assessment data to adjust teaching and assessment practices.

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.

Performance Indicators:
- Teachers communicate the purposes of the assessments they use.
- Teachers prepare all students for the demands of particular assessment formats, and provide appropriate accommodations, including accommodations in testing conditions, for students with exceptional learning needs.
- Teachers articulate assessment criteria to students and provide parameters for success.
- Teachers equip students with assessment skills and strategies.
- Students practice various formats of assessments using authentic curriculum.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element VI.1:

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

Performance Indicators:

- Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
- Teachers are proactive and advocate to meet the needs of students.
- Teachers use self-reflection and stakeholders' feedback to inform and adjust professional behavior.
- Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
- Teachers complete training in response to state and local requirements and jurisdictions.

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.

Performance Indicators:

- Teachers support and promote the shared school and district vision and mission to support school improvement.
- Teachers participate actively as part of an instructional team.
- Teachers share information and best practices with colleagues to improve practice.
- Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
- Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
- Teachers collaborate with the larger community to access and share learning resources.

Element VI.3:

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

Performance Indicators:

- Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
- Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.
- Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.

Element VI.4:

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

Performance Indicators:

- Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)
- Teachers manage time and attendance in accordance with established guidelines.
- Teachers maintain classroom and school resources and materials.
- Teachers participate in school and district events.

Element VI.5:

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

Performance Indicators:

- Teachers communicate relevant regulations and policies to stakeholders.
- Teachers maintain confidentiality regarding student records and information.
- Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
- Teachers adhere to board policies, district procedures, and contractual obligations.
- Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students' rights and teachers' responsibilities.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

Element VII.1:

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

Performance Indicators:

a. Teachers examine and analyze formal and informal evidence of student learning.

b. Teachers recognize the effect of their prior experiences and possible biases on their practice.

c. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.

Element VII.2:

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

Performance Indicators:

- Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
- Teachers engage in opportunities for professional growth and development.

Element VII.3:

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

Performance Indicators:

- Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
- Teachers participate actively as part of an instructional team to improve professional practice.
- Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.

Element VII.4:

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

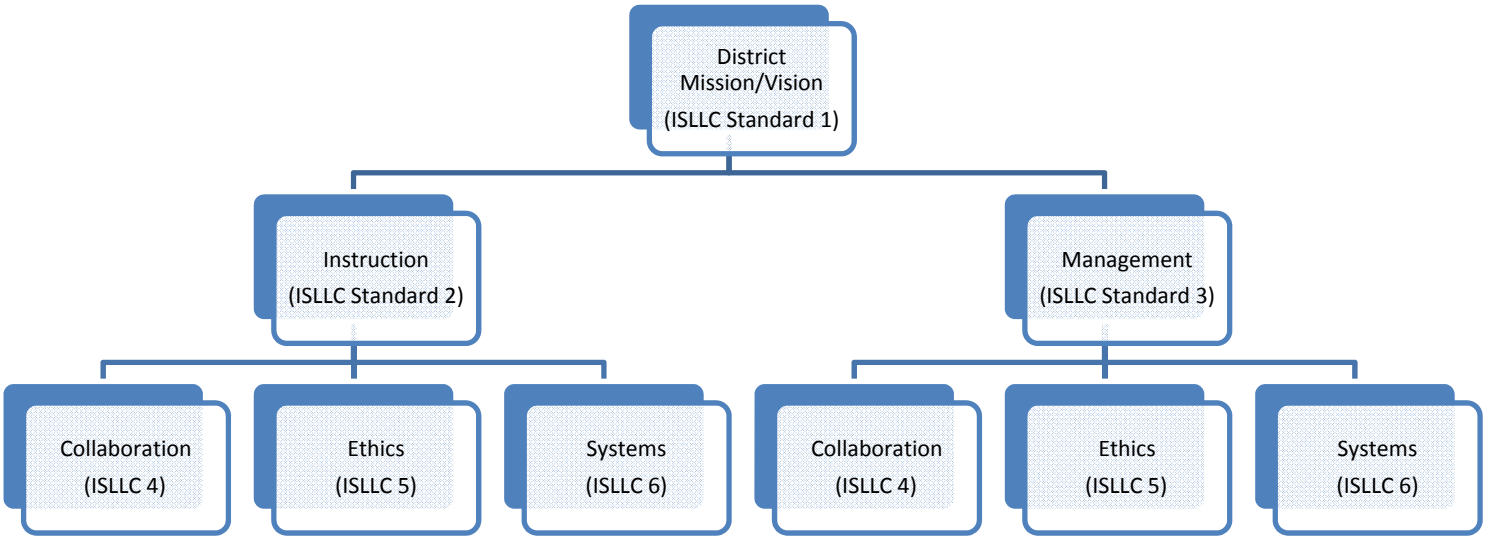
Performance Indicators:

- Teachers benefit from, contribute to, or become members of appropriate professional organizations.
- Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
- Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

Appendix B
ISLLC Standards

The Interstate School Leaders Licensure Consortium (ISLLC) Standards have recently been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership (Van Meter & Murphy, 1997).

There are six standards. Each standard is followed by the K*nowledge* required for the standard, the *Dispositions* or attitudes manifest by the accomplishment of the standard, and *Performances* that could be observed by an administrator who is accomplished in the standard.



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

Knowledge

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed

- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

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

Knowledge

The administrator keeps abreast of research based knowledge and understanding of:

- professional collaboration
- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- lifelong learning for self and others
- professional collaboration that results in improved student and adult learning
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing all students to be college and career ready

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- all staff are engaged in collaborative activities around curriculum, instruction, and assessment to improve student learning
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important

- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- lifelong learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

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

Knowledge

The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- the constantly changing legal issues impacting school operations
- current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe and supportive learning environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school promotes and supports continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective collaboration and consensus-building skills are used
- effective communication skills are used
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

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

Knowledge

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Dispositions

The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

Performances

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

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

Knowledge

The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education as well as current trends in education

Dispositions

The administrator believes in, values, and is committed to:

- the ideal of the common good

- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances

The administrator facilitates processes and engages in activities ensuring that:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model by modeling tone, setting, and 24 hour rule
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

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

Knowledge

The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

Appendix C
State Growth Component

1. Student Achievement Measures for Teachers 2012-13 and Beyond:
    a. Growth on State Assessments: ELA/Math 4-8:
        i. State-provided student scores comparing student growth to those with similar past test scores and which may include consideration of poverty, ELL, SWD status.
        ii. Value-Added measure with additional controls when approved, which can be no earlier than 2012-13.
        iii. Policies on Teacher of Record and linked students.
    b. Growth on State Assessments: All Other Classroom Teachers:
        i. Additional grades/subjects covered by growth/Value-Added scores, as measures become available, based on existing and new (if resources are available) State assessments:
            1. All Math Regents
            2. PARCC as available
            3. If approved: 6-8 science, social studies, 9-10 ELA and related Regents
            4. If approved: progress monitoring in grades K-3 ELA and Math
    c. Growth Using Comparable Measure:
        i. For teachers of ELA and Math in grades 4-8 this option is not available.
        ii. For all other teachers of applicable grades and subjects: State-determined district-wide student growth goal-setting process (Student Learning Objectives) used with:
            1. For core subjects: 6-8 Science and Social Studies, high school ELA, Math, Science, and Social Studies courses associated in 2010-11 with a Regents exam or, in the future, with other State assessments:
                a. State assessment if one exists (or Regents equivalents)
                b. If no State assessment exists:
                i. District-determined assessment from list of State-approved 3rd party assessments; or
                ii. District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor.
            2. For teachers of all other grades/subjects: District-determined assessments from the following options:
                a. State assessment (or Regents equivalent)
                b. District-determined assessment from list of State-approved 3rd party assessments
                c. District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor
                d. School or BOCES-wide, group or team results based on State assessments
2. Student Achievement Measures for Principal's/Administrator's 2012-13 and Beyond:
    a. Growth on State Assessments: Elementary/Middle School:
        i. Results of student growth/Value Added measure as applied to State assessments in 4-8 ELA/Math
        ii. Add grades and/or subjects as growth/Value Added measure applies
    b. Growth on State Assessments: High School:
        i. Result of principal/administrator student growth percentile/Value Added measure as applied

to State assessments and/or graduation rates

ii. Add subjects as growth/Value Added measure applies

c. Other Comparable Measures: If principal/administrator is not covered by a State provided growth or Value Added measure:

i. State-determined district-wide student growth goal setting process (Student Learning Objectives) with one of the following assessment options:

1. State assessment
2. List of State-approved 3rd party assessments
3. District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor

Test Integrity

The District will ensure that no teacher shall score or administer any examination where the teacher has a vested outcome in the results of that examination (used to determine the teacher's composite score or any part thereof). The District will house assessments in a secure location until the time when the assessment will be administered to students. To the extent possible, local assessments will be regionally developed.

The instructional coaches in consultation with the curriculum coordinator, CIO, administrative council, and the LINKS Team will compile a list of acceptable assessments to be used to measure the State Growth Component using a comparable measure where a State assessment doesn't exist. This same group will put together before the start of each school year a local assessment administration calendar and disseminate it to all staff by June 15 of the previous school year to aid teachers and principals/administrators in planning over the summer months. [see Appendix E for information on Student Learning Objectives]

Points Distribution for Teachers:

Teachers will administer a beginning of year (BOY) assessment, middle of year (MOY) assessment, end of year (EOY) assessment and the district will calculate a growth score by comparing the EOY results to the BOY results. That growth score will be used to convert each students score into a score ranging from 0-20. The teachers HEDI score will then be calculated by averaging all of the student's scores in the 0-20 range. Below is a sample spreadsheet intended to provide districts with a way to award points in an equitable way, regardless of whether state assessments, approved 3rd party vendor assessments, or SLO's are used as the means to measure the state growth or comparable measures component. The spreadsheet is intended to consider the greater of student growth and student achievement. Data will be collected from PLC Teams for each teacher for the BOY results, MOY results, and the EOY results for their students throughout the school year and the final state growth comparable measures component. The HEDI score will be determined using only the results of the BOY compared to the EOY results using the chart below and the excel file which will be made available to all teachers and administrators. The same chart has been developed using a 25 point scale which will be used after NYSED develops value-added scoring.

HEDI scoring bands can be found in appendix M.

Teachers who receive a student growth score from the state as a result of student growth on required state assessments will be given that score for the State Growth Component for HEDI purposes.

State Growth Comparable Measures Distribution of Points

Enter Title of Assessment				*Enter Date of Assessment*		
Ave BOY Score:	27.493			**Teacher Points:**	16	
Ave EOY Score:	74.293					
Growth Factor:	1.47					
Maximum Score:	100					
	BOY	**EOY Achievement**	**Growth Score**	**Larger of Achievement or Growth**	**Final Score**	**Points Per Student**
Student 1	97	98	1.47	98.00	98.00	19.60
Student 2	85	50	-51.38	50.00	-1.38	0.00
Student 3	2	95	100.00	100.00	100.00	20.00
Student 4	50	49	-1.47	49.00	47.53	9.51
Student 5	95	70	-36.70	70.00	33.30	6.66
Student 6	33	79	67.53	79.00	79.00	15.80
Student 7	45	93	70.46	93.00	93.00	18.60
Student 8	57	100	63.12	100.00	100.00	20.00
Student 9	23	78	80.74	80.74	80.74	16.15
Student 10	5	90	100.00	100.00	100.00	20.00
Student 11	44	78	49.91	78.00	78.00	15.60
Student 12	18	86	99.82	99.82	99.82	19.96
Student 13	19	95	100.00	100.00	100.00	20.00
Student 14	8	94	100.00	100.00	100.00	20.00
Student 15	6	73	98.36	98.36	98.36	19.67
Student 16	42	68	38.17	68.00	68.00	13.60
Student 17	50	72	32.30	72.00	72.00	14.40
Student 18	5	86	100.00	100.00	100.00	20.00
Student 19	45	67	32.30	67.00	67.00	13.40
Student 20	23	85	91.02	91.02	91.02	18.20
Student 21	20	98	100.00	100.00	100.00	20.00
Student 22	10	99	100.00	100.00	100.00	20.00
Student 23	25	72	69.00	72.00	72.00	14.40
Student 24	49	68	27.89	68.00	68.00	13.60
Student 25	41	100	86.61	100.00	100.00	20.00
Student 26	48	77	42.57	77.00	77.00	15.40
Student 27	26	66	58.72	66.00	66.00	13.20
Student 28	6	90	100.00	100.00	100.00	20.00
Student 29	16	90	100.00	100.00	100.00	20.00
Student 30	24	71	69.00	71.00	71.00	14.20
Student 31	0	72	100.00	100.00	100.00	20.00

Student 32	31	66	51.38	66.00	66.00	13.20
Student 33	50	47	-4.40	47.00	42.60	8.52
Student 34	24	53	42.57	53.00	53.00	10.60
Student 35	8	51	63.12	63.12	63.12	12.62
Student 36	47	45	-2.94	45.00	42.06	8.41
Student 37	19	61	61.66	61.66	61.66	12.33
Student 38	3	70	98.36	98.36	98.36	19.67
Student 39	42	62	29.36	62.00	62.00	12.40
Student 40	17	59	61.66	61.66	61.66	12.33
Student 41	41	80	57.25	80.00	80.00	16.00
Student 42	26	59	48.44	59.00	59.00	11.80
Student 43	24	95	100.00	100.00	100.00	20.00
Student 44	41	71	44.04	71.00	71.00	14.20
Student 45	20	84	93.95	93.95	93.95	18.79
Student 46	23	71	70.46	71.00	71.00	14.20
Student 47	28	54	38.17	54.00	54.00	10.80
Student 48	23	77	79.27	79.27	79.27	15.85
Student 49	50	65	22.02	65.00	65.00	13.00
Student 50	26	53	39.64	53.00	53.00	10.60
Student 51	4	84	100.00	100.00	100.00	20.00
Student 52	43	79	52.85	79.00	79.00	15.80
Student 53	11	79	99.82	99.82	99.82	19.96
Student 54	1	66	95.42	95.42	95.42	19.08
Student 55	8	61	77.80	77.80	77.80	15.56
Student 56	0	53	77.80	77.80	77.80	15.56
Student 57	17	46	42.57	46.00	46.00	9.20
Student 58	20	86	96.89	96.89	96.89	19.38
Student 59	36	90	79.27	90.00	90.00	18.00
Student 60	1	48	69.00	69.00	69.00	13.80
Student 61	27	48	30.83	48.00	48.00	9.60
Student 62	29	46	24.96	46.00	46.00	9.20
Student 63	37	93	82.21	93.00	93.00	18.60
Student 64	45	71	38.17	71.00	71.00	14.20
Student 65	28	100	100.00	100.00	100.00	20.00
Student 66	27	81	79.27	81.00	81.00	16.20
Student 67	9	95	100.00	100.00	100.00	20.00
Student 68	36	76	58.72	76.00	76.00	15.20
Student 69	8	73	95.42	95.42	95.42	19.08
Student 70	19	61	61.66	61.66	61.66	12.33
Student 71	23	95	100.00	100.00	100.00	20.00
Student 72	2	97	100.00	100.00	100.00	20.00

Student 73	30	72	61.66	72.00	72.00	14.40
Student 74	34	87	77.80	87.00	87.00	17.40
Student 75	7	53	67.53	67.53	67.53	13.51

Final Score: This score adjusts the "Larger of Achievement or Growth" score to accommodate for excessive drops from the pretest to post test.

Points Per Student: This score places the final score onto a 20 point scale.

<u>The Process for Administrators:</u>

The superintendent and administrator will collaboratively complete the professional growth goal setting process that will be used to obtain the 20 points of the state growth or comparable measures component of the administrator' s APPR (eventually 25 points).

1. Look at the previous year's results of assessments (local and state) that apply under the responsibility of the administrator.
2. Determine areas of focus (building/district goals).
3. Create up to two (2) SLO's/SMART goals based on locally selected measures of student achievement or growth.
4. Determine benchmark/targets for each goal.
5. Collaboratively determine the weight that each goal will have towards the calculation of the 20 points for the final State Growth Component as defined on the SLO/SMART Goal Template. This score will the convert to the NY State developed HEDI scoring ranges.
6. The administrator will provide two quarterly narratives of progress and provide student achievement data to support their summary. A final report will be submitted at least three (3) weeks prior to their summative review conference in order to determine the final local assessment component HEDI score.
7. The points achieved for all teachers under their direct supervision will be averaged to come up with a HEDI state growth or comparable measures component.

Principals/administrators will receive points based on the students' performance on the assessments as determined by the State Education Department. Options for calculating the State Growth Component score for principals/administrators:

a) Result of student growth as applied to State assessments
b) If the principal/administrator is not covered by a State-provided growth measure, the principal/administrator must complete a Student Learning Objective with one of the following options (or a combination of them): student growth on state assessment(s); student growth on district administered state approved 3rd party assessments; and/or student growth on district, regional or BOCES-developed assessments provided that the District verifies comparability and rigor.

To convert the percentage of students' proficient the HEDI scoring ranges for Teachers and principals/administrators (in cases where we can't average the student points as calculated on our State Growth Comparable Measure Distribution of Points Form, see pages 30 and 62, within the principal's/administrators building) will be:

96-100=20	89=17	83-84=14	78-79=11	73-74=8	65-66=5	40-59=2
91-95=19	87-88=16	82=13	77=10	70-72=7	62-64=4	20-39=1
90=18	85-86=15	80-81=12	75-76=9	67-69=6	60-61=3	0-19=0

Appendix D
Local Achievement Component

Background:

In accordance with Chapter 103 of the Laws of 2010, all state tested subjects will offer a local assessment in addition to the state provided assessment. These locally selected measures must provide rich student achievement data that informs instruction and improves student learning for all students.

The term "assessment(s)" pertains not only to "tests," but may include other forms of assessment that relate to student achievement. These assessments should measure growth over one or more points in time. The 20% (15% after value added score is developed by NYSED) must include multiple assessments.

Multiple-measure systems will give PLC Teams and individual teacher's richer student achievement data that will inform instruction and improve student learning. They will also improve the accuracy and stability of teachers' evaluations by reducing reliance on any single measure of a teacher's performance. This local option should be aligned with NY State Common Core Standards, meet statewide criteria, and consist of multiple measures of student performance such as:

- Criterion referenced test
- Summative assessments
- Performance assessments
- Portfolio or student work
- Curriculum based assessments
- Formative assessments
- Norm referenced test

Local Assessments may come from:

- State assessments, Regents examination and/or Regent-equivalent assessments (3rd – 8th grade Mathematics and ELA assessments for example) provided that they are **different than** the measure used for the State Growth component. These include:
    - Teacher-specific change in percentage of students who achieve a specified level of performance on State assessments *(e.g. 3% point increase in number of students earning the proficient level 3 or better on the 7th grade State Math test compared to those same students' performance on the 6th grade State Math test)*
    - Teacher-specific growth computed by the State based on percentage of students who achieve a State-determined level of growth (*e.g. percentage of students whose growth is at least average for similar students)*
    - Other teacher-specific growth or achievement measure using State assessments, Regents examinations and/or department approved alternative examinations computed in a manner determined locally
- District, regional or BOCES-developed assessments provided that the district or BOCES verifies comparability and rigor.
- School-wide growth or achievement results based on:
    - State-provided school-wide growth score for all students in a classroom or school taking the State ELA or Math assessment in grades 4-8.
    - Locally-computed measure based on State assessment for which the District or BOCES verifies comparability or rigor.
- List of State-approved 3rd party, State or Regent-equivalent assessments.

- Student Learning Objectives.
    - Used with any State, State-approved, or District, regional, or BOCES-developed assessment provided that the District or BOCES verifies comparability or rigor.
    - These measures must be **different than** the measures used with Student Learning Objectives as a Comparable Growth measure in the State Growth Subcomponent.

The Process for all teachers and principals/administrators:

The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district.

How the Local Achievement Score will be Calculated:

Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.

Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator.

The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)

The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):

Ineffective	0-2
Developing	3-11
Effective	12-17
Highly Effective	18-20

15 Point Scale	
Growth in Proficiency	**Points For Local Measure**
1.0 plus	15
.95	15
.9	14
.85	13
.8	13
.75	12
.7	12
.65	11
.6	11
.55	10
.5	9
.45	8
.4	7
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

20 Point Scale	
Growth in Proficiency	**Points For Local Measure**
1.0 plus	20
.95	19
.9	18
.85	17
.8	16
.75	15
.7	14
.65	13
.6	12
.55	11
.5	10
.45	9
.4	8
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

This model allows our local achievement component to easily meet the following definitions:

- **Content-Rich:** This is based on a template to determine rigor and indicators of higher-order thinking.
- **Rigorous:** This is based on a template to determine rigor and indicators of higher-order thinking.
- **Curriculum Aligned:** Alignment determined by comparison with "Common Core" or content standards.
- **Assessed Authentically:** Standards-based processes are developed and utilized by teachers or contracted professionals
- **Reliable:** Assessments are determined to be consistent across classrooms and overtime through rubric use and analysis.
- **Valid:** Assessments are determined to measure what is intended to be measured through standards alignment analysis and other measures.
- **Inter-rater Reliability**: Those scoring are trained and deemed proficient in scoring.
- Test Integrity: The District will ensure that no teacher shall score or administer any examination where the teacher has a vested outcome in the results of that examination (used to determine the teacher's composite score or any part thereof). The District will house assessments in a secure

location until the time when the assessment will be administered to students. To the extent possible, local assessments will be regionally developed.

This process helps to promote the goals of a Professional Learning Community (PLC) as defined by Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many in Learning by Doing: A Handbook for Professional Learning Communities at Work:

- A Focus on Learning;
- A Collaborative Culture With a Focus on Learning for All;
- Collective Inquiry Into Best Practice and Current Reality;
- Action Orientation: Learning by Doing;
- A Commitment to Continuous Improvement; and,
- A Results Orientation.

They further define the collaboration as a systematic process in which teachers [and administrators] work together interdependently in order to impact their classrooms [and the entire school] in ways that will lead to better results for their students, for their team, and for their school. (DuFour, DuFour, Eaker, Many) our method of determining a Local Achievement Score for all teachers and principals/administrators links the importance of student proficiency at all grade levels to the ultimate goal of improved graduation. Further, it links all staff in a collaborative goal to improve student proficiency on all state assessments and to improve our rate of students receiving Local and Regents diplomas (or higher).

Appendix E
Student Learning Objectives

What is a Student Learning Objective?

A student learning objective (SLO) is an academic goal that is established at the start of the school year or course for a classroom teacher's students.

What are the characteristics of a student learning objective?

A SLO must be specific and measurable – comparing learning data at the start and end of the course – each SLO must have baseline data. SLOs must be assigned to Common Core, State, or national standards, *and* any other priorities set by the district and school.

How can SLOs help schools and students improve?

- SLOs help teachers target instruction to meet students' needs.
- SLOs can serve as a tool to determine how students in a given school are progressing over time.
- SLOs can help departments and specific grades understand how to better facilitate student learning.
- SLOs can focus a School's Improvement and Professional Development Plan.
- SLOs can help students and parents better understand which skills and content children need to focus.

Who must develop SLOs?

All teachers who teach grades and content courses where there is no State-provided pre- and post-measure of student growth must develop SLOs, including grade 3 teachers and teachers of Regents courses.

Who writes the SLO?

The SLO is written by the teacher and approved by the principal or other administrator in the School/District per the School/District approved process.

Why must SLOs be developed?

The SLOs have been established as the State determined process equivalent to 20% of a teacher's APPR score. They are defined to be the "comparable measure of student growth" for purposes of the student growth where there are no State assessments, including grade 3 teachers and teachers of Regents courses. Districts/Schools also have the option of adapting SLOs as the local 20% to measure student achievement or growth when the local growth measure is different than that used for the State measure.

How are SLOs assessed?

Districts/Schools must determine a process for assessing the SLOs.

What assessments are required to assess an SLO?

- Teachers of core subjects (6-8 science and social studies; high school ELA, math, science and social studies courses associated with Regents exams) – must incorporate the State assessment if one exists (or Regents equivalents) in the SLO. If no State assessment or equivalent exists, the SLO must incorporate an assessment from the list of State-approved 3rd party assessments **or** district regional or BOCES developed assessments provided that the district or BOCES verifies comparability and rigor.
- Teachers of all other grades/subjects must incorporate one of the following four options into the SLO:
    - State assessment Regents or equivalent
    - Assessment from list of the State-approved 3rd party assessment; or
    - Assessment developed by the district or BOCES provided the district or BOCES verifies comparability and rigor; or
    - School-wide, group, or team results based on State assessments;

How does the SLO fit into the teacher's APPR score?

The teacher's score is based upon the degree to which the SLO goal is attained.

How do you write a SLO?

1. Determine the essential skills aligned to Common Core, State, or national Standards that students must master in a given course.
2. Make a list of the essential skills and write them into goal statements.
3. Revise and edit the SLO paying special attention to the following questions: (SMART)
    a. Is this SLO measurable?
    b. Is this SLO achievable?
    c. Is this SLO addressing essential skills identified for the course?
    d. Is the SLO addressing high level of rigor – refer to Bloom's taxonomy

Consider the following template:

As a result of participating in **X course**, 85% of students will be able to **define what students should know and be able to demonstrate** as measured by **define how the SLO will be measured – (remember to include the State assessment where one is available.)**

SLOs must include the following: (See New York SLO Development Guide for additional details)

- **Student population:** Whom is the SLO referring to?
- **Learning Content:** What is being taught? CCLS? National Standards?
- **Interval of Instructional Time:** Is it a year? ; A quarter? A semester?
- **Evidence:** What assessment or student work will be used to measure the goal?
- **Baseline:** Where is the beginning level for students covered in the SLO?
- **Target(s):** What is the expected outcome (target) at the end of the instructional period?
- **HEDI Criteria:** How will the evaluators determine the level of student performance and how it translates to the Highly Effective, Effective, Developing, Ineffective categories?
- **Rationale:** Why did you choose the learning content, evidence, and target?

For more information on Student Learning Objectives, visit www.engageny.org:

- http://engageny.org/resource/new-york-state-student-learning-objective-template/
- http://engageny.org/news/student-learning-objectives/
- http://usny.nysed.gov/rttt/teachers-leaders/slo/slo-roadmap.pdf
- http://usny.nysed.gov/rttt/teachers-leaders/slo/slo-guidance.pdf
- http://engageny.org/resource/student-learning-objectives-webinar-series/
- http://engageny.org/wp-content/uploads/2012/01/slo-teacher-overview.pdf

(Based on work by Questar III BOCES)

New York SLO Development Guide

This document is designed to support SLO development. The essence of each element follows its label in the green rows, with each element containing a required "task" and important considerations for SLO development.

S *(Strategic & Specific)*	**Student Population**	**These are the students included in the SLO.**
	Task	Specify the assigned students who are included in this SLO along with the course sections and student names and/or identification numbers. (Full class rosters of all students must be provided for all included course sections.)
	Considerations	● Within and across classes, what are students' current skill and knowledge levels which may impact the target and the learning content? ● Within and across classes, how many and what types of identifiable subgroups exist? ● How will instruction be differentiated to meet specific student learning needs?
	Learning Content	**This is the content to be taught in the SLO.**
	Task	Identify the course name and source of standards (Common Core, national, state, local) associated with this SLO, and specify the exact standards, performance indicators, etc., that will be taught, learned, and assessed.
	Considerations	● To what extent is the content central to this and future coursework, as well as college and career readiness? ● How deeply and thoroughly will the standards be reflected in the teaching, learning, and assessment? ● What instructional approaches are prioritized? ● Why are these instructional approaches most likely to support the targeted students in mastering these standards? ● Approximately what percentage of the course's standards is selected? ● How is the current knowledge and skill of the targeted students informing the selection? ● What are the most critical aspects for the development of these students in this content this year? ● To what extent is the learning content specific and measurable?
M *(Measureable)*	**Target(s)**	**This is the level of knowledge and skill that students are expected to achieve at the end point of the interval of instructional time.**
	Task	Define numerical growth goals for student performance on identified summative assessment(s) which measure student knowledge and skill in the learning content. (Actual final scores for each student are required.)
	Considerations	● Is the target rigorous enough to ensure that all students are on track to achieve college and career readiness? ● To what extent does the target align with school and district goals and expectations? ● How well do the targets for this population prepare students for success in future progressions (next grade level or level of study) of the same content? ● How is the current knowledge and skill of the targeted students informing the target? ● What professional development, resources, and/or other supports are going to be used to meet the target?

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New York SLO Development Guide (continued)		
This document is designed to support SLO development. The essence of each element follows its label in the green rows, with each element containing a required "task" and important considerations for SLO development.		
M *(Measureable)*	**HEDI Criteria**	**This is how different levels of student growth will translate into one of four rating categories: Highly effective, Effective, Developing, and Ineffective.**
	Task	Provide specific descriptions of student learning for each rating category.
	Considerations	● How high are expectations for all students? ● How clear are the distinctions between each rating category? ● Within a HEDI rating category, how clear and objective is the point allocation? ● What is the rationale that is used for the differentiations in points?
A *(Attainable)*	**Baseline**	**This is the level of students' knowledge and skill in the targeted learning content at the beginning of the interval of instructional time.**
	Task	Describe how students performed on the identified pre-assessment(s) for the learning content. (Actual baseline scores for each student are required.)
	Considerations	● In addition to the pre-assessment(s), what other data sources were reviewed to confirm student learning needs? ● How strongly do the pre-assessment(s) and other data analyses indicate the need for the learning content?
R *(Results Oriented)*	**Evidence**	**These are the assessments used for determining students' levels of learning.**
	Task	List the specific pre-assessment(s) and summative assessment(s) that will be used for providing baseline and summative data for the SLO. (Districts and BOCES must verify comparability and rigor for any assessments they develop.)
	Considerations	● How aligned and authentic are the assessment items to the learning content? ● How valid and reliable are the assessments? ● Are the selected assessments from an approved list of allowable options? ● Are they verified as comparable and rigorous? ● What, if any, administration accommodations must legally be made for students? ● How are the assessments scored in terms of point values assigned per item and method of summarizing scores? ● Have procedures been established to ensure those with vested interest do not score students' assessments?
T *(Timebound)*	**Interval of Instructional Time**	**This is the timeframe within which the learning content will be taught. (This is generally one academic year, unless the course is set as a semester, quarter, etc.)**
	Task	Specify when the teaching for this learning content will begin and end. (Rationale is required if less than the typical year-long interval is set.)
	Considerations	● How will key learning experiences be sequenced over the course of the interval? ● What is the best scope and sequence to ensure this population of students achieves this targeted content in this interval? ● How will formative assessment and reflection on data influence instructional decisions during the interval? ● How does the selected interval align with local pacing (where applicable)?
	Rationale	**This describes the reasoning behind the choices regarding learning content, evidence, and target.**
	Task	Describe the selection of the elements (learning content, evidence, and target) and how they will be used together to prepare students for future growth and development, as well as college and career readiness.
	Considerations	● How sufficient is the overall objective for increasing student achievement and preparing students for future learning, as well as college and career readiness? ● What are the implications of these elements for the teacher in the planning and delivery of instruction, so that the learning content is mastered by all students?

Annotated SLO Rubric Form

S - *Strategic & Specific*	M - *Measureable*	
Student Population *Quality Rating: 2 1*	**Target(s)** *Quality Rating: 3 2 1*	**HEDI Criteria** *Quality Rating: 3 2 1*
Quality Rating 2 Criteria ☐Provides course sections included in the SLO. ☐Includes all students in selected course sections. ☐Provides student names and/or ID numbers for all students in the SLO.	Quality Rating 2 Criteria ☐Provides a target statement. ☐Provides a specific growth goal for each student. ☐Sets targets consistent with district-level expectations for target-setting in this grade/subject.	Quality Rating 2 Criteria ☐Categorizes all possible scoring results in the HEDI structure such that: ○ Highly effective = exceeds district expectations ○ Effective = meets district expectations ○ Developing = is below district expectations ○ Ineffective = is well below district expectations. ☐Is mathematically possible for the teacher to obtain every point value within a rating category. ☐Allocates points clearly and objectively within a HEDI rating category.
Comments (Student Population):	Quality Rating 3 Criteria ☐Meets Quality Rating 2 criteria. ☐Includes goals for special student populations that are equally challenging and rigorous as those for other students, considering each student's starting point. ☐Requires 80% or more of students, including special populations, to meet their individual goals. ☐Requires students to make at least a year's growth in a year's time, with students below year's growth in a year's time.	Quality Rating 3 Criteria ☐Meets Quality Rating 2 criteria. ☐Requires 80% or more of students, including special populations, to meet their individual goals to earn 9 points (minimum rating in the "effective" category). ☐Defines HEDI rating categories that are rigorous, attainable, and in-line with district growth expectations or goals. ☐Includes special populations explicitly in the HEDI structure.
Recommendations (Student Population):		
Learning Content *Quality Rating: 3 2 1*		
Quality Rating 2 Criteria ☐Identifies course name. ☐Uses the appropriate body of standards (Common Core, ☐Names the exact standards, performance indicators, etc. Quality Rating 3 Criteria ☐Meets Quality Rating 2 criteria. ☐Selects specific and measurable standards, indicators, etc. ☐Selects the most important standards, indicators, etc., for the course. ☐Includes Common Core standards to supplement NYS Learning Standards for courses other than ELA or math (e.g., Literacy in History/Social Studies, Science, and Technical Subjects). ☐Aligns to district and/or school priorities.* ☐Aligns to future coursework, as well as college and career readiness.* ** Only one of these criteria must be met in addition to the other criteria for Quality Rating 3.*		
Comments:	*Comments (Target(s)):*	*Comments (HEDI Criteria):*
Recommendations:	*Recommendations (Target(s)):*	*Recommendations (HEDI Criteria):*

Note: Unless otherwise stated, all criteria must be met to earn the stated Quality Rating. (Quality Rating 1 results if all Quality Rating 2 criteria are not met.)

Annotated SLO Rubric Form

A -*Attainable*	R - *Results oriented*	T - *Timebound*
Baseline *Quality Rating: 3 2 1*	**Evidence** *Quality Rating: 3 2 1*	**Interval of Instructional Time** *Quality Rating: 2 1*
Quality Rating 2 Criteria ☐Describes how students performed on the identified pre-assessment(s). ☐Provides a baseline score for each student in the SLO. Quality Rating 3 Criteria ☐Meets Quality Rating 2 criteria. ☐Indicates via pre-assessment data a clear need for focusing on this learning content. ☐Uses multiple data sources (in addition to pre-assessment data) to set appropriate targets, make instructional decisions, and drive student growth.	Quality Rating 2 Criteria ☐Identifies pre-assessment(s) and summative assessment(s). ☐Selects summative assessments from either the State-approved list or those developed and approved by the district/BOCES, and supported by superintendent's certification of rigor and comparability. ☐Offers accommodations as legally required and appropriate. ☐Ensures that those with vested interest are not scoring summative assessments. Quality Rating 3 Criteria ☐Meets Quality Rating 2 criteria. ☐Aligns tightly to the selected learning content using authentic measures. ☐Demands higher order thinking of students. ☐Matches score reporting to the specificity of learning content. ☐Uses a clear rubric, scoring guide, and/or answer key to minimize subjectivity of scoring. ☐Selects pre-assessment from either the State-approved list or those developed and approved by the district/BOCES, and supported by superintendent's approval for comparability.* ☐Provides an opportunity for real-world application of knowledge and skill.* ☐Includes a majority of constructed response and/or performance measures.* ☐Measures a majority of the learning content standards, indicators, etc. in more than one way.* ** Only one of these criteria must be met in addition to the other criteria for Quality Rating 3.*	Quality Rating 2 Criteria ☐Indicates a clear start and end date. ☐Provides a rationale if the interval is less than one year (e.g., course length is less than one year). *Comments (Interval of Instructional Time):* *Recommendations (Interval of Instructional Time):* **Rationale** *Quality Rating: 3 2 1* Quality Rating 2 Criteria ☐Provides reasoning for the selection of the learning content, evidence, and target. ☐Describes how the elements will be used together to prepare students for future coursework, as well as college and career readiness. Quality Rating 3 Criteria ☐Meets Quality Rating 2 criteria. ☐Indicates a thoughtful level of detail resulting in defensible decisions for the following elements, learning content, evidence, target(s), baseline, and HEDI. ☐Explains how learning content and target(s) align to future coursework, as well as college and career readiness. ☐Explains how multiple and appropriate data points are used to select the learning content and target(s) for the student population. ☐Articulates cohesion among all of the elements to effectively prepare students for future coursework, as well as college and career readiness.* ☐Plans for ongoing reflection on student progress and uses that information to differentiate instruction to ensure students' targets are met.* ** Only one of these criteria must be met in addition to the other criteria for Quality Rating 3.*
Comments:	*Comments:*	*Comments:*
Recommendations:	*Recommendations:*	*Recommendations:*

Note: Unless otherwise stated, all criteria must be met to earn the stated Quality Rating. (Quality Rating 1 results if all Quality Rating 2 criteria are not met.)

Appendix F
Teacher and Principal Practice Rubrics

The following process will be used to complete the 60% review for teachers:

Teacher Roles:

- Laser-like focus on learning and use of achievement data to build a culture of continuous improvement.
- Spend as much time as possible engaging students in rigorous and rich learning opportunities using research based practices.
- Collaborate professionally with their peers working interdependently toward a common goal aimed at improving learning and student achievement.
- Use data from formative, benchmark, and summative assessments as well as progress monitoring assessments to guide improvements in learning.
- Participate in professional development which leads to improved student learning and achievement.

Evaluation Requirements: (based on the New York State Teacher and Principal Evaluation 2012-13 and beyond Summary of Revised APPR Provisions April 2012)

- The use of multiple measures of teacher performance
- At least a majority of the 60 points shall be based on multiple (at least 2) classroom observations by principal, or other trained administrator, at least one of which must be unannounced:
    - Observations may be conducted in person or using video
- Any remaining points shall be allocated to one or more of the following and assessed using the practice rubric:
    - Observation(s) by trained evaluators independent of school
    - Observations by trained in-school peer teachers
    - Feedback from students and/or parents using State-approved survey tools
    - Structured review of lesson plans, student portfolios and/or other teacher artifacts
- Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year.

Timelines & Procedures:

1. **Full year teacher schedule:**

    June

    SMART Goal/SLO drafted and submitted to principal.

    September to October

    Up to two (2) classroom walk-throughs will be completed by an administrator.

October to Early November

The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This list of action steps may change as the year progresses based on completion as compared with student achievement data collected.

October to August

The teacher will attend targeted professional development focused around the established professional growth goals.

November to January

Up to two (2) classroom walk-throughs will be completed by an administrator.

February to May

Two (2) classroom walk-throughs or an extended observation will be completed by an administrator.

June to August

An administrator will complete a summative review and hold a summative meeting with the teacher. This will be inclusive of the state and local assessment components as well as the Marzano Causal Teacher Evaluation rubric used to generate the Other Measures component.

2. Semestered teacher schedule timeline:

June

SMART Goal/SLO for first semester drafted and submitted to principal.

September

Up to two (2) classroom walk-throughs will be completed by an administrator.

October

The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This list of action steps may change as the year progresses based on completion as compared with student achievement data collected.

November

SMART Goal/SLO for second semester drafted and submitted to principal.

October to January

- The teacher will attend targeted professional development focused around the established professional growth goals.

- Two (2) classroom walk-throughs or up to 2 observations will be completed by an administrator.

February

Up to two (2) classroom walk-throughs or an extended observation will be completed by an administrator.

March

The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This list of action steps may change as the year progresses based on completion as compared with student achievement data collected.

March to June

- The teacher will attend targeted professional development focused around the established professional growth goals.
- Two (2) classroom walk-throughs or up to 2 observations will be completed by an administrator.

June to August

An administrator will complete a summative review and hold a summative meeting with the teacher. This will be inclusive of the state and local assessment components as well as the Marzano Causal Teacher Evaluation rubric used to generate the Other Measures component.

The District will use the Marzano Causal Teacher Evaluation Model Rubric. Because each element of the agreed upon rubric lists very specific teacher and/or student evidence that should be observable or reviewable by the principal/administrator all 60 points will be awarded through the use of the rubric. This includes the walk-through/observation process, Evidence/Artifact review [see Marzano Causal Teacher Evaluation Model Rubric and appendix J], application of targeted professional development to teacher practice, and other items collaboratively agreed upon by the teacher and administrator in the growth plan meeting. For the purposes of identifying a HEDI rating the following conversion will be used:

Conversion to the New York State Ratings Categories

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Marzano Causal Evaluation Model Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

The following steps outline the process used to calculate status score. The Status Score aggregates teachers' ratings across all observed elements within the framework to result in a score.

1. Using the Domain Forms, rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0).
2. Count the number of ratings at each level for each of the four domains

3. For each domain, determine the percentage of the total each level represents (this process is automated in a spreadsheet)
4. For each domain, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on teacher's experience level). This is a domain proficiency score and will be a number between 1 and 4.
5. Using the four domain frequency scores, compute the weighted average to obtain the Status Score. The 3 Category Proficiency Scales can be used to determine a numerical value that represents a proficiency score for each domain. Each domain can be weighted to obtain an overall Status Score. The district will use the following weight for each domain:

    a. Domain 1: 68%, 41 Elements
    b. Domain 2: 14%, 8 Elements
    c. Domain 3: 8%, 5 Elements
    d. Domain 4: 10%, 6 Elements

This weighting system distinguishes the Marzano Causal Evaluation Model from traditional evaluation models in that Domain 1 carries the most weight as these strategies are directly related to student learning. Additionally, the most emphasis is placed on the domain proven by research to have the most direct, CAUSAL impact on student achievement.

The weighted average of the 4 domain proficiency scores will result in a single number that can be translated into the following final scale:

a. Highly Effective (3.5 – 4.0)
b. Effective (2.5 – 3.4)
c. Developing (1.5 – 2.4)
d. Ineffective (1.0 – 1.4)

The Instructional Practice Score reflects teachers' performance across all elements within the framework (Domains 1-4) and accounts for teachers' experience levels. Further it assigns weight to the domain with the greatest impact on student achievement (Domain 1) and acknowledges teachers' focus on deliberate practice by measuring teacher improvement over time on specific elements within the framework.

The four category ratings are identical to the categories New York State has adopted. The levels used for each domain element are: Highly Effective, Effective, Developing, and Ineffective.

<u>Background Information (Principal/Instructional Administrator Evaluation)</u>

The following process will be used to complete the point other measures component for administrators:

Principal/Administrator Roles:

- Laser-like focus on teaching and learning and use of achievement data to build a culture of continuous improvement.
- Spend as much time as possible in classrooms to collect evidence and artifacts of effective practice.

- Collaborate professionally with teachers about their performance to work interdependently toward a common goal aimed at improving learning and student achievement.
- Use data from formative, benchmark, and summative assessments as well as progress monitoring assessments to guide improvements in teaching and learning.
- Participate in professional development which leads to improved leadership, teacher efficacy, student learning, and student achievement.

Evaluation Requirements: (based on the New York State Teacher and Principal Evaluation 2012-13 and beyond Summary of Revised APPR Provisions April 2012)

- The use of multiple measures of principal/administrator performance
- At least a majority of the 60 points shall be based on supervisor's broad assessment of principal leadership and management actions based on the practice rubric:
    - Must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be unannounced
    - Must include at least two other sources of evidence from the following options: structured feedback from constituencies including: teachers, students, and/or families using a State-approved tool; review of school documents, records, and/or State accountability processes
- Any remaining points shall be assigned based on results of one or more ambitious and measureable goals set collaboratively with supervisors:
    - At least one goal must address the principal's/administrator's contribution to improving teacher effectiveness, based on 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/administrator on specific teacher effectiveness standards in the practice rubric
    - Any other goals shall address quantifiable and verifiable improvements in academic results or the schools learning environment (e.g. student or teacher attendance)
- Any remaining leadership standards not addressed in the assessment of the principal's/administrator's leadership and management actions must be assessed at least once a year.

Timelines & Procedures:

July to August

The administrator and supervisor have a professional growth goal setting conference (replaces the pre-observation conference) to establish professional growth goals for the year (the supervisor will establish two (2) goals for the administrator and the administrator will establish two (2) goals).

July to May

The administrator will attend targeted professional development focused around the established professional growth goals.

October to February

Up to two (2) building walk-throughs will be completed by the supervisor.

October

Supervisor will complete the Marzano School Leadership/Administrator Evaluation rubric for the administrator.

March

Supervisor will complete the Marzano School Leadership/Administrator Evaluation rubric for the administrator.

April to August

Up to two (2) building walk-throughs will be completed by the supervisor.

June to August

The supervisor will complete a summative review and hold a summative meeting with the administrator. This will be inclusive of the state and local assessment components as well as the principal practice rubric component.

The District will use the Marzano School Leadership/Administrator Evaluation Rubric. Because each element of the agreed upon rubric lists very specific principal/administrator and/or student evidence that should be observable or reviewable by the supervisor all 60 points will be awarded through the use of the rubric. This includes the walk-through/observation process, Evidence/Artifact review [see Marzano School Administrator Evaluation Rubric and appendix J], application of targeted professional development to principal/administrator practice, and other items collaboratively agreed upon by the principal/administrator and supervisor in the growth plan meeting. For the purposes of identifying a HEDI rating the following conversion will be used:

Conversion to the New York State Ratings Categories

The principal's/administrator's status score reflects his/her overall understanding and application of the Marzano School Leadership/Administrator Evaluation Rubric Five Domains: Domain 1: A Data-Driven Focus on Student Achievement; Domain 2: Continuous Improvement of Instruction; Domain 3: A Guaranteed and Viable Curriculum; Domain 4: Cooperation and Collaboration; Domain 5: School Climate.

The following steps outline the process used to calculate status score. The Status Score aggregates teachers' ratings across all observed elements within the framework to result in a score.

1. Using the Domain Forms, rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0).
2. Count the number of ratings at each level for each of the five domains
3. For each domain, determine the percentage of the total each level represents (this process is automated in a spreadsheet)
4. For each domain, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on principal's/administrator's experience level). This is a domain proficiency score and will be a number between 1 and 4.
5. Using the five domain frequency scores, compute the weighted average to obtain the Status Score. The 3 Category Proficiency Scales can be used to determine a numerical value that represents a proficiency

score for each domain. Each domain can be weighted to obtain an overall Status Score. The district will use the following weight for each domain:

a. Domain 1: 20%
b. Domain 2: 30%
c. Domain 3: 15%
d. Domain 4: 20%
e. Domain 5: 15%

The weighted average of the 4 domain proficiency scores will result in a single number that can be translated into the following final scale:

a. Highly Effective (3.5 – 4.0)
b. Effective (2.5 – 3.4)
c. Developing (1.5 – 2.4)
d. Ineffective (1.0 – 1.4)

The Instructional Practice Score reflects principals'/administrators' performance across all elements within the framework (Domains 1-5) and accounts for principals'/administrators' experience levels. Further it assigns weight to the domains with the greatest impact on student achievement (Domains 2 & 4) and acknowledges principals'/administrators' focus on deliberate practice by measuring principal/administrator improvement over time on specific elements within the framework.

The four category ratings are identical to the categories New York State has adopted. The levels used for each domain element are: Highly Effective, Effective, Developing, and Ineffective.

Conversion Chart to the New York State Ratings Categories to be Used for Teachers and Principals/Administrators

All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the "Other Measures Component".

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5

1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43

1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Appendix G
Professional Development

The parties agree that the purpose of conducting an APPR is to improve professional practice and improve student learning. APPR must therefore be a significant factor in shaping the professional development opportunities provided to teachers and administrators. The LINKS Team will serve as the professional development committee and plan the professional development activities that are appropriate for and responsive to the student achievement data from the previous year. PLC Teams will create SMART Goals that align with the LINKS Plan each year and the LINKS Team will review them and revise the professional development opportunities included in the LINKS Plan appropriately. Each teacher and administrator will also have access to professional development options that can be tailored to their established professional growth goals.

Keeping up on research in the field of education is a professional expectation of all teachers and administrators. A suggested professional reading list is included in appendix L.

Appendix H
Teacher and Administrator Improvement Plans

Upon receiving a rating of "developing" or "ineffective", a teacher and administrator shall be provided with an Improvement Plan (IP). The IP shall be provided as soon as practicable, but in no case later than ten (10) days after the date on which teachers are required to report prior to the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of an IP is the improvement of teaching or leadership practice and that the issuance of an IP is not a disciplinary action. The IP shall be developed in consultation with the teacher or administrator and Association representation shall be afforded at their request. The teacher or administrator shall be advised of his/her right to such representation. The Association president shall be timely informed whenever a teacher or administrator is placed on an IP.

An IP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher or administrator must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher or administrator. A teacher or administrator with a developing rating can request a mentor. If they receive a developing rating two (2) years in a row the District can assign a mentor. The District can assign any teacher or administrator who receives an ineffective rating a mentor.

After the IP is in place, the teacher or administrator, their supervisor, their mentor (if one has been requested or assigned) and an Association representative (if requested by the teacher or administrator) shall meet, according to the schedule identified in the IP, to assess the effectiveness and appropriateness of the IP, for the purpose of assisting the teacher or administrator achieve the goals set forth in the IP. The IP may be modified accordingly based on these assessment meetings.

Improvement Plan forms can be found in appendix J.

Appendix I
Teacher and Principal Appeal Process

Appeals Purpose

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force.

1. The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's or principal/administrator's annual professional performance review. The procedures contained herein are not available to probationary teachers.
2. The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's or principal/administrator's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.
3. This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) A tenured teacher or principal/administrator who receives a rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

(2) A teacher or principal/administrator may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

(3) A teacher or principal/administrator may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a teacher or principal/administrator performance review must be received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the teacher/principal receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's or principal/administrator's right to appeal that performance review.

(5) An appeal committee will be convened consisting of two (2) administrators designated by the Superintendent and two (2) teachers designated by the Association President. The appeal committee shall be flexible and determined on a case by case basis. The appeal committee shall meet outside of the teacher's or principal/administrator's regular work day and no member of the committee shall receive additional compensation.

(6) Under this appeals process the teacher or principal/administrator has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(7) A teacher or principal/administrator wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(8) Generally, the appeal committee will meet within fifteen (15) calendar days of the Superintendent's receipt of an appeal to hear the appeal.

(9) The appeal committee shall issue a written decision on the merits of the appeal no later than ten (10) calendar days from the date the appeal hearing ends.

(10) If a majority of the appeal committee dismissed the appeal, the teacher's or principal/administrator's score and evaluation shall remain unchanged and the appeal process shall end.

(11) If a majority of the committee sustains the appeal, the appeal shall be forwarded to the Superintendent to review the appeal for a final determination. The Superintendent shall not conduct formal observations of tenured teachers under this APPR. The Superintendent may continue to conduct formal observations of probationary teachers and walkthrough observations of all teachers. The Superintendent may serve as the appeal officer even if he/she conducted a walkthrough of a tenured teacher or principal/administrator.

If the Superintendent sustains the appeal he/she shall issue an appropriate remedy. If the Superintendent dismisses or denies the appeal, the teachers or principal/administrators score and evaluation shall remain unchanged and the appeal process shall end. The Superintendent's decision shall be final and binding and may not be reviewed or appealed further.

A tenured principal/administrator can request that a Superintendent from a neighboring school district using the same leadership practice rubric review the decision of the Unadilla Valley Central School District Superintendent before it is final if he/she was the lead evaluator who performed the principal/administrator's evaluation.

The Superintendent shall issue a written decision on the appeal no later than ten (10) calendar days from the date the appeal was received from the appeal committee.

(12) The teacher's or principal/administrator's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

Appendix J
Forms

Teacher/Administrator Professional Growth Plan Description:

- Based upon recommendations from student achievement data, evaluations, and observations
- Contains SMART goals (Specific, Measurable, Attainable, Relevant, Timely)
- Promotes professional growth and improved student achievement
- Not to be used as a disciplinary tool or to gather evidence to discipline a teacher or administrator
- Tied to New York State Teaching Standards or ISLLC Standards and/or adopted rubrics
- Developed in collaboration with teacher or administrator and their supervisor

Teacher/Administrator Professional Growth Plan

Staff Member _____ Grade/Subject/Building _____

Supervisor _____ Date _____

1. Complete and attach the Unadilla Valley CSD SMART Goal/New York State Student Learning Objective Template (page 58) and the Action Steps Worksheet (page 59).

2. Targeted Professional Development:

3. Additional support that may be necessary to complete goals (peer mentors, activities, timeline):

4. Criteria for measurement of progress:

5. Date for review:

Unadilla Valley CSD SMART Goal Template

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:

S *(Strategic & Specific)*	**Population**	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)*
	Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*
M *(Measureable)*	**Target(s)**	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*
	HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HI. EFFECT.			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

A *(Attainable)*	**Baseline**	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*
R *(Results Oriented)*	**Evidence**	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*
T *(Timebound)*	**Interval of Instructional Time**	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?*
	Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*

Action Step:	**Designation:** Who are the collaborative partners?	**Timeframe and Results:** By when/by what evidence will progress be noted?	**Progress Notes (Follow up meetings):** emerging needs, issues, next steps
			complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
			complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
			complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
			complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
			complete in progress not started

Improvement Plan

_____ Teacher/Administrator

_____ Composite Score

_____ Subject/Grade/Building/Area

_____ Score Breakdown

_____ Supervisor

Date(s): Preconference:
Observations/Walk-throughs:

Coaching/Mentoring:

Professional Development:

Differentiated Activities to Support Improvement

Standards Chosen for Further Development	Action(s) to be Taken	Supervisor's Responsibilities	Teacher's or Administrator's Responsibilities	Timeline for achieving improvement	The Manner in which Improvement will be Assessed	Progress Documentation

Mentor Requested or Assigned: __yes __no

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Representative/Witness Signature: _____ Date: _____

Or Teacher's Signature Waiving Representation: _____ Date: _____

APPR Appeals Challenge Form

Teacher _____ **Evaluator** _____

Grade/Subject _____ **Date** _____

Grounds for an Appeal:

Indicate the grounds for the appeal, (no more than **one** category may be challenged for each—administrator or teacher—overall summative evaluation rating). Any grounds not raised at the time the appeal is filed shall be deemed waived.

☐ The substance of the annual professional performance review;
☐ The district's failure to adhere to the standards and methodologies required for the APPR, pursuant to *Education Law* §3012-c and applicable rules and regulations;
☐ The district's failure to comply with applicable locally negotiated procedures;
☐ The district's failure to issue and/or implement the terms of the teacher improvement plan (TIP), as required under *Education Law* §3012-c;
☐ Only an Ineffective or Developing rating can be appealed.

Statement of Grievance and Supporting Documentation

Attach a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Include all supporting documentation, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

Date _____ Principal's or Teacher's Signature _____

Evaluator's Response

Attach written findings

Date _____ Evaluator's Signature _____

Superintendent's Response (if necessary)

Attach written findings

Date _____ Superintendent's Signature _____

Principal or Teacher Review of Final Decision

Date _____ Principal's or Teacher's Signature _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

State Growth Comparable Measures Distribution of Points						
Enter Title of Assessment				*Enter Date of Assessment*		
Ave BOY Score:	97.000			**Teacher Points:**	1	
Ave EOY Score:	98.000					
Growth Factor:	1.01					
Maximum Score:	100					
	BOY	**EOY Achievement**	**Growth Score**	**Larger of Achievement or Growth**	**Final Score**	**Points Per Student**
Sample Student 1	**97**	**98**	**1.01**	**98.00**	**98.00**	**19.60**
Student 2			0.00	0.00	0.00	0.00
Student 3			0.00	0.00	0.00	0.00
Student 4			0.00	0.00	0.00	0.00
Student 5			0.00	0.00	0.00	0.00
Student 6			0.00	0.00	0.00	0.00
Student 7			0.00	0.00	0.00	0.00
Student 8			0.00	0.00	0.00	0.00
Student 9			0.00	0.00	0.00	0.00
Student 10			0.00	0.00	0.00	0.00
Student 11			0.00	0.00	0.00	0.00
Student 12			0.00	0.00	0.00	0.00
Student 13			0.00	0.00	0.00	0.00
Student 14			0.00	0.00	0.00	0.00
Student 15			0.00	0.00	0.00	0.00
Student 16			0.00	0.00	0.00	0.00
Student 17			0.00	0.00	0.00	0.00
Student 18			0.00	0.00	0.00	0.00
Student 19			0.00	0.00	0.00	0.00
Student 20			0.00	0.00	0.00	0.00
Student 21			0.00	0.00	0.00	0.00
Student 22			0.00	0.00	0.00	0.00
Student 23			0.00	0.00	0.00	0.00
Student 24			0.00	0.00	0.00	0.00
Student 25			0.00	0.00	0.00	0.00
Student 26			0.00	0.00	0.00	0.00
Student 27			0.00	0.00	0.00	0.00
Student 28			0.00	0.00	0.00	0.00
Student 29			0.00	0.00	0.00	0.00

Appendix K
Evidence/Artifact Binder

Classroom observations allow peer reviewers and administrators to gather evidence of a teachers direct teaching abilities. Tying it together with a comprehensive list of instructional artifacts can help the evaluator gain a 360º look at teacher effectiveness and the level of student learning. The more complete the evidence gathered, encompassing all aspects of teaching and learning, the more reliable and valid the evaluation will be. Items to be included in an artifact binder will be discussed and listed in the goal setting phase of the APPR Process. The points that can be earned through this component are included in the Other Measures Component based on the professional practice rubric design (they are listed within the Marzano rubrics). They will include but are not limited to the following:

Student Learning Section:

- Current reality statement for grade level/department or building level
- PLC Team SMART Goal
- Individual SMART Goal (SLO) if necessary
- Benchmark assessment data
- Formative assessment data
- Progress monitoring data
- Instructional modifications made due to assessment data and impact on student learning
- RTI & enrichment plans
- Required reading list
- Examples of student writing
- Copies of assessments (a series used to assess and monitor student learning throughout a unit)
- Plan book

Communication Section:

- Syllabus & suggested reading list
- Classroom expectations, seating charts (updated throughout the year), & schedules (classroom: bell ringer to closing activity)
- Communications between classroom and home (items sent home & logs of parent contact)
- Articles for local papers and/or school newsletters
- Communications with peers and PLC Team members showing collaborative work
- Parent & student surveys
- Examples of your written feedback to students & parents

Professional Development section:

- Professional Growth Plan
- Summary of PD completed from My Learning Plan (MLP)
- PD summary reports from MLP
- Professional reading list & work completed on PD360

Appendix L
Suggested Professional Reading List

PD 360 (www.pd360.com)

The First Days of School: How to Be an Effective Teacher, Harry Wong and Rosemary Wong

Learning By Doing; Richard DuFour, et.al.

Raising the Bar and Closing the Gap: Whatever It Takes; Richard DuFour, et. al.

Revisiting Professional Learning Communities at Work: Richard DuFour, et.al.

Fish!; Stephen Lundin, et.al

I Read It, but I Don't Get I: Comprehension Strategies for Adolescent Readers; Cris Tovani

Meet Me in the Middle: Becoming an Accomplished Middle Level Teacher; Rick Wormeli

Day One and Beyond; Rick Wormeli

Differentiation: From Planning to Practice, Grades 6-1; Rick Wormeli

Bringing Words to Life; Isabell Beck, et.al

Common Formative Assessment; Kim Bailey and Chris Jakicic

The Collaborative Teacher: Working Together as a Professional Learning Community; Austin Buffum, et.al

The Collaborative Administrator: Working Together as a Professional Learning Community; Austin Buffum, et.al

The Power of Smart Goals; Jan O'Neill and Anne Conzemius

Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement; Richard DuFour and Robert Marzano

The Principal as Assessment Leader; Thomas R. Guskey, Ed.

The Teacher as Assessment Leader; Thomas R. Guskey, Ed.

Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning; Douglas Reeves, Ed.

Motivating Students: 25 Strategies to Light the Fire of Engagement; Carolyn Chapman and Nicole Vagle

Becoming a Reflective Teacher; Robert Marzano

Pyramid Response to Intervention; Austin Buffum, et. al

Simplifying Response to Intervention; Austin Buffum, et. al.

First Class Teacher: Successful Strategies for New Teachers; Lee Canter

Effective Supervision; Robert Marzano

CLASSSROOM DISCUSSIONS Using Math Talk to Help Students Learn; Suzanne H. Chapin, Catherine O'Connor, Nancy Canavan Anderson

NUMBER TALKS Helping Children Build Mental Math and Computation Strategies; Sherry Parrish

How the Brain Learns Mathematics; David A. Sousa

7 Keys to Comprehension How to Help Your Kids Read It and Get It!; Susan Zimmermann and Chryse Hutchins

When Kids Can't Read What Teachers Can Do; Kylene Beers

Appendix M
HEDI Scoring

What is State-determined?

- Scoring bands for Growth and Local subcomponents, and for Composite Score to determine an educator's rating category of Highly Effective, Effective, Developing and Ineffective (HEDI).
- Process for assigning points to educators for the State Growth or Other Comparable Measures Subcomponent. (Districts will determine the points assigned to educators with Student Learning Objectives in this subcomponent, following State guidance).

What is Locally-established through negotiations?

- Scoring bands for the "Other measures of Effectiveness" (60 point) subcomponent
- The process for assigning points in the Locally-selected Measures and the "Other Measures" subcomponents.

- The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents must be transparent and available to those being rated before the beginning of each school year.
- The assignment of points in each subcomponent must ensure it is possible for an educator to obtain any of the available points (including 0) in the subcomponents and rating categories.
- Districts and collective bargaining units, where one exists, must certify that the process for assigning points will use the narrative descriptions below to effectively differentiate educators' performance in ways that improve student learning and instruction.

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 of student learning standards for grade/subject.	Overall performance and results exceed 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 of student learning standards for grade/subject.	Overall performance and results meet 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 of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet 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 of student learning standards for grade/subject.	Overall performance and results do not meet standards.

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

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

2012-13 Where there is no Value Added Measure	State Growth or Comparable Measures	Locally selected Measures of Growth or Achievement	Other Measures of Effectiveness (60 points)	Raw Total Score Range
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	63-88
Developing	3-8	3-8	50-56	45-60
Ineffective	0-2	0-2	0-49	0-42

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 Measure Applies	State Growth or Comparable Measures	Locally selected Measures of Growth or Achievement	Other Measures of Effectiveness (60 points)	Raw Total Score Range
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	63-88
Developing	3-9	3-7	50-56	45-60
Ineffective	0-2	0-2	0-49	0-42

Appendix N
Inter-Rater Reliability

In summary, a White Paper published by the *New York State Council of School Superintendents* quotes Charlotte Danielson describing inter-rater reliability as "trained evaluators who can make accurate and consistent judgments based on evidence." In the broadest sense, three primary "gates" for effective evaluation—fairness, reliability, and validity—must be recognized, established and maintained as the cornerstones of efficacious administrator and teacher evaluation systems. To this end, the Unadilla Valley Central School District will work with the DCMO BOCES Network Team to ensure all lead evaluators maintain inter-rater reliability over time and that they are re-certified by the board of education on an annual basis.

Specifically, to maintain the an acceptable standard of inter-rate reliability, lead evaluators in the Unadilla Valley Central School District will be subject to targeted professional development activities designed to teach best practice data collection, analysis, and reporting methods. Furthermore, the analysis of administrator and teacher artifacts, e.g. homework assignments, projects, quizzes, and parental letters, reports, etc…, will be cross-referenced with employee observation reports. Scheduled lead evaluator training activities will include teaching installments designed to encourage group analysis and scoring of administrator and teacher practice videos using SED approved rubrics. Finally, the District will work internally and with neighboring schools to schedule "Instructional Rounds" for teacher observations and teacher and principal evidence reviews as a means to collaborate, observe, reflect and share highly effective inter-rater reliability practices.

Appendix O
Glossary

A

Annual Professional Performance Review (APPR) – Section 100.2 of the Commissioner's Regulations requires each district and BOCES to conduct required annual teacher evaluations. An APPR plan must be updated annually. Beginning July 1, 2011, the following nine criteria are the performance criteria to be used to evaluate teachers of instructional services. This criteria applies to classroom teachers who are not included in the 2011-12 phase-in of the new teacher evaluation requirements:

- **Content Knowledge** – Knowledge of the subject area and curriculum.
- **Pedagogical Preparation** – Employ the necessary pedagogical practices to support instruction.
- **Instructional Delivery** – Demonstrate delivery of instruction that results in active student involvement, appropriate teacher/student interaction, and meaningful lesson plans resulting in student learning.
- **Classroom Management** — Demonstrate classroom management skills, supportive of diverse student learning needs, which create an environment conducive to student learning.
- **Student Development** – Demonstrate knowledge of student development, an understanding and appreciation of diversity and regular application of developmentally appropriate instructional strategies for the benefit of all students.
- **Student Assessment** – Implement assessment techniques based on appropriate learning standards designed to measure student progress in learning and successfully use analysis of available student performance data and other relevant information.
- **Collaboration** – Demonstrate effective collaborative relationships with students, parents, or caregivers and appropriate support personnel to meet the learning needs of students.
- **Reflective and Responsive Practice** – Demonstrate that practice is reviewed and effectively assessed, and appropriate adjustments are made on a continuing basis.
- **Student Growth** – A positive change in student achievement between at least two points in time as determined by the school district or BOCES, taking into consideration the unique abilities and/or disabilities of each student, including English language learners.

Appeals Panel – this group will be selected by the UVFA and the District on a case by case basis to hear the appeal of a teacher or principal rated to be ineffective or developing. They will determine if the petitioner has met their burden of proof and either dismiss the appeal or make recommendations to the superintendent.

Appeals Process – According to section 3012-c of Education Law, as added by Chapter 103 of the Laws of 2010, each school district and BOCES is required to establish an appeals procedure through collective bargaining under which the evaluated teacher can challenge the substance of the APPR, the district's or BOCES' adherence to the standards and methodologies for such reviews, adherence to the Commissioner's regulations and locally negotiated procedures, and the issuance or implementation of a Teacher Improvement Plan.

Approved Student Assessment – Approved student assessment means a standardized student assessment on the list approved by the Commissioner for the locally selected measures subcomponent and/or the measures of student growth in non-tested subjects.

Approved Teacher Practice Rubric – An approved teacher practice rubric must broadly cover the New York State Teaching Standards and their related elements. The rubric must be grounded in research about teaching practice that supports positive student learning outcomes. Four performance rating categories – "Highly Effective," "Effective," "Developing," and "Ineffective" – must be identified, or the rubric's summary ratings must be easily convertible to the four rating categories that New York State has adopted. The rubric must clearly define the expectations for each rating category. The "Highly Effective" and "Effective" rating categories must encourage excellence beyond a minimally acceptable level of effort or compliance. The rubric shall be applicable to all grades

and subjects; or if designed explicitly for specific grades and/or subjects, they will be approved only for use in the grades or subjects for which they are designed. It must use clear and precise language that facilitates common understanding among teachers and administrators; it must be specifically designed to assess the classroom effectiveness of teachers. To the extent possible, the rubric should rely on specific, discrete, observable, and/or measurable behaviors by students and teachers in the classroom with direct evidence of student engagement and learning. The rubric must include descriptions of any specific training and implementation details that are required for the rubric to be effective.

Artifacts – Artifacts are samples of student or teacher work that demonstrate knowledge, skills, and/or dispositions related to a standard or goal. A student artifact could be an essay that shows progression from draft to final copy. A teacher artifact could be a lesson plan with annotation as to successes and areas to reexamine.

Assessment – Assessment refers to the process of gathering, describing, or quantifying information about an individual's performance. Different types of assessment instruments include (but are not limited to) achievement tests, minimum competency tests, developmental screening tests, aptitude tests, observation instruments, performance tasks, and authentic assessments. For the purpose of teacher evaluations, assessment approaches are the methods that school districts or BOCES employ to assess student or teacher performance. The methods may include, but are not limited to, the following: classroom observation, videotape assessment, self-reflection, surveys, and portfolio review. The effectiveness of a particular approach to assessment depends on its suitability for the intended purpose. For instance, multiple-choice, true-or-false, and fill-in-the-blank tests can be used to assess basic skills or to find out what students remember. To assess other abilities, performance tasks may be more appropriate.

B

BOY – beginning of year assessment

Baseline Data – For purposes of measurement of student growth, baseline data is basic information gathered to provide a comparison for assessing individual student achievement at the beginning of instruction.

Building Principal – A principal is defined as an administrator in charge of an instructional program of a school district or BOCES.

C

CCSS – or CCLS, Common Core State Standards or Common Core Learning Standards

CIO – Chief Information Officer, this is the person that regularly uploads school demographic data to SED

Classroom Teacher or Teacher – A classroom teacher is defined as a teacher in the classroom teaching service as defined in Section 80-1.1, as the *teacher of record* and exempts evening school teachers of adults enrolled in nonacademic, vocational subjects, and supplemental school personnel. (Part 80-1.1 excludes pupil personnel services from the definition.)

Classroom Observations – Observation of classroom teaching practice by a trained evaluator, administrator, or peer is one measure of teacher evaluation. To be a fair and valid assessment element, the observation requires a common standard and rubric of expectations for performance.
Common Branch Subjects – Means common branch subjects as defined in 80-1.1 any or all subjects usually included in the daily program of an elementary classroom).

Cohort - a group of students who enter ninth grade together and graduate/complete high school four years later. This data is tracked by the NYSED at 4, 5, and 6 years after the group of students enters ninth grade.

Comparable Across Classrooms – Means that the same locally selected measures of student achievement or growth are used across a subject and/or grade level within the school district or BOCES.

Comparable Measures – Chapter 103 of the Laws of 2010 specifies student achievement will comprise 40 percent of teacher evaluations. Initially, 20 percent will be based on student growth on State Assessments or "comparable measures." In subsequent years following Regents' approval of a Value-Added Model, 25 percent will be based on student growth on State Assessments or "comparable measures."
Guidance on the definition of comparable measures may be obtained by examining the State Education Department's criteria for alternative assessments. New York State
Education Commissioner's Regulations Part 100.2 (f) (l)-(6), states: "With the approval of the commissioner, assessments which measure an equivalent level of knowledge and skill may be substituted for Regents examinations." Based on these criteria, examples of comparable measures are suggested below.

- Measure the state learning standards in the content area;
- Are as rigorous as state assessments;
- Are consistent with technical criteria for validity, reliability, and freedom from bias; and
- Administered and the results are interpreted by appropriately qualified school staff in accordance with described standards.

Composite Score of Teacher Effectiveness – According to Part 30 of the Rules of the Board of Regents, a composite score of teacher effectiveness means a score based on a 100-point scale that includes three subcomponents:

(1) Student growth – As measured on State assessments or other comparable measures, 0-20 points for the 2011-12 school year and 0-25 points in subsequent years for those grades/subjects where a Value-Added Growth Model is approved by the Board of Regents.
(2) Student achievement – Based on locally selected measures, 0-20 points for the 2011-12 school year and 0-15 points in subsequent years for those grades/subjects where a Value-Added Growth Model is approved by the Board of Regents.
(3) Teacher effectiveness – For the 2011-12 school year and all subsequent years, 0-60 points.

Comprehensive Teacher Evaluation System (CTES) – A continuous improvement cycle of teacher evaluation that links teaching standards, performance expectations defined in a rubric, individual goal-setting for improvement of practice and differentiated professional development to meet the needs of the individual teacher throughout the span of a teaching career. The five key components include:

- Professional teaching standards;
- Multiple measures used to assess teaching performance;
- Details for effective teacher evaluation;
- The teaching and learning conditions affecting good teaching and positive student learning; and
- Teacher support and assistance.

Conversion Chart – A component of the scoring methodology that translates teachers' total rating score (1-4) to a 0-60 point scale. Locals must negotiate the scale that will be used in the conversion chart in the new teacher evaluation system.

Co-Principal – A certified administrator under Part 80 who has authority, management, and instructional leadership responsibility for all or a portion of a school or BOCES instructional program in which there is more than one designated administrator.

D

District-Based Mentoring – Section 100.2 (dd) of the Commissioner's Regulations requires that every school district and BOCES provide mentored experience for holders of initial teaching certificates. The goal of mentoring is to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with state learning standards. Mentoring programs should be developed and implemented consistent with any collective bargaining obligation negotiated under Article 14 of the Civil Service Law. The mentoring program must also be described in the district's Professional Development Plan (PDP). Participation in mentoring is a requirement for an individual to receive a professional certificate.

E

EOY – end of year assessment

Element – Describes the desired knowledge, skills, actions, and behaviors of teachers that advance a particular teaching standard. Elements define what teachers do in the classroom.

Evaluation – The measurement, comparison, and judgment of the value, quality, or worth of student's work and/or of their schools, teachers, or a specific educational program based upon valid evidence gathered through assessment.

Evaluator – An evaluator is an appropriately trained individual who conducts an evaluation of a classroom teacher or building principal. Evaluators may include school administrators, principals, outside evaluators, and teacher peer reviewers.

Evidence – Refers to the data, information, artifacts and performances that teachers and evaluators review in order to accurately assess or determine teacher effectiveness. The evidence should be judged against specific teaching criteria *or* teaching standards, elements, *and* performance indicators. Examples of the evidence that may be collected can be found in appendix K.

F

Formative Assessment – Assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning are considered formative assessments. Formative assessment is used primarily to determine what students have learned in order to plan further instruction. By contrast, an examination used primarily to document students' achievement at the end of a unit or course is considered a summative test.

Formative Evaluation – A formative evaluation provides a teacher with feedback on how to improve their teaching practice to advance student learning. It is a critical component of career professional growth. Data from formative evaluation also can identify specific professional development opportunities for teachers that will facilitate student learning (e.g., instructional techniques that meet the needs of diverse learners, effective classroom management strategies, and use of student assessments).

G

Governing Body – Means the Board of Education of each school district or the Chancellor of the City School District of New York City, BOCES, or to the extent provided by the law, the Board of Education of the City of New York.

Growth Model – Means to measure the change in the performance of students on specified assessments over time. A key question in the design of a growth system is to determine how "academic progress" over time is to be measured and how much growth is "enough." New York will adopt the use of the Common Core State Standards and the resulting assessments as they become available, and the growth system will be aligned concurrently.

H

HEDI Scoring – HEDI stands for Highly Effective, Effective, Developing, and Ineffective scoring areas. The state has determined the overall composite score of all parts of the required APPR process necessary to determine which of the categories each teacher and principal will fall into. See appendix M.

High Stakes Tests – One-shot exams administered to students with results used for determining consequences to students, teachers, and schools. Such tests include Regents Examinations, Teacher Certification Examinations and the grades 3-8 English language arts and math state assessments.

I

IP – Improvement Plan (for a teacher or principal scoring in the ineffective or developing range) On or after July 1, 2011, Chapter 103 of the Laws of 2010 requires a teacher or administrator receiving a rating of "developing" or "ineffective" to receive an Improvement Plan. The IP must be developed and implemented no later than 10 days after the date on which teachers or administrators are required to report prior to the opening of classes for the school year. The IP is required to include, but is not limited to, identification of the needed area(s) of improvement, a timeline for achieving improvement and the manner in which improvement will be assessed. Where appropriate, the IP should also differentiate activities to support a teacher's or administrator's improvement in those areas. The IP Process has been developed locally through negotiations and is consistent with the regulations of the commissioner.

ISLLC – the Interstate School Leaders Licensure Consortium (ISLLC) Standards for principals. See appendix B.

Inter-Rater Reliability – the extent to which two or more individuals (coders or raters) agree. Inter-rater reliability addresses the consistency of the implementation of a rating system. Ongoing training for all evaluators on the use of a teacher evaluation tool or protocol is one way to ensure continuous inter-rater reliability.

L

Lead Evaluator – The primary individual responsible for conducting and completing an evaluation of a classroom teacher or building principal is the lead evaluator. To the extent practicable, the building principal, or his or her designee, will be the lead evaluator of a classroom teacher.

Local Achievement Component – this is the area of teacher and principal evaluation that relates directly to student achievement locally. The value of this shall not exceed 20 points until SED determines the criteria to create a value-added growth score at which time the value of this score will not exceed 15 points.

M

MOY – middle of year assessment

Mentor – An experienced, skilled teacher who helps or coaches primarily beginning teachers to strengthen their instructional and pedagogical skills. In New York State, the mentor's role is confidential and non-evaluative, unless the negotiated collective bargaining agreement states otherwise. Ideally, a mentor will have certification and expertise in the same content area as the person being mentored. Generally, mentors and mentees may be located in the same building.

Multiple Measures – The array of different assessments and evaluation tools used to obtain evidence of a teacher's knowledge, skills, and dispositions. The purpose of a measure or set of measures is to provide "strong and convincing" evidence of an individual's performance in a way that results in professional growth and improved student learning. Multiple measures allow teachers to provide evidence of their wide-ranging skills and activities, and provide evaluators with useful and meaningful information and evidence of an individual teacher's effectiveness (Little, Goe & Bell, 2009).

Multiple Measures of Student Growth – Two or more measures of assessments to obtain evidence of student learning. Some examples include observation, tests (state, district, grade level, classroom, standardized, criterion reference, norm referenced), essays, tasks, projects, laboratory work, presentations, and portfolios.

Multiple Measures of Teacher Effectiveness – Two or more measures of teaching effectiveness based on prescribed standards, including observation, creation of a professional evidence binder (portfolio), student achievement scores, parent and student surveys, self-reflection, and others.

N

NYSED – New York State Education Department (often abbreviated as SED)

P

PLC – Professional Learning Community

PSGP – Principal Student Growth Percentile the score a principal receives on their State Growth Component

Peer Assistance and Review (PAR) – The goal of a PAR system is to help teachers to improve their teaching effectiveness. PAR includes two separate and distinct components — assistance and review. The assistance program ensures that teachers receive the support and guidance to improve their teaching performance. Peer review involves teachers in the assessment of a colleague's performance. It is a negotiated process in which teachers assess the performance of teachers. Peer reviewers may also be referred to as Consulting Teachers. Peer assistance can exist without peer review but peer review should not exist without an assistance program such as mentoring and professional development. All PAR programs in New York State are bargained collectively.

Peer Coaching – A professional development strategy for educators to consult with one another, to discuss and share teaching practices, to observe one another's classrooms, to promote collegiality and support, and to help ensure quality teaching for all students. Relationships between and among PAR participants and coaches are built on confidentiality and trust in a nonthreatening, secure environment in which they learn and grow together; therefore, peer coaching is usually not part of an evaluative system. (ASCD, formerly the Association for Supervision and Curriculum Development.)

Performance Indicator – Describes the observable and measurable aspects of teaching practice for a particular element of a teaching standard. Performance indicators describe how teachers accomplish the actions and behaviors performed in the classroom.

Portfolio Assessment – A collection of work, which, when subjected to objective analysis, becomes an assessment tool. This occurs when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about student learning (CCSSO).

Portfolio of Teacher Work /Evidence Binder – A collection of items, exhibits, and artifacts intended to show a teacher's or student's accomplishments and abilities, including an increase in knowledge and skill. Teacher

portfolios when used as a method of evaluation, involve goal-setting, collection of artifacts, self-reflection, and self-reporting.

Professional Development – A comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. Professional development promotes collective responsibility for improved student performance and comprises professional learning that:

- Is aligned with rigorous state student learning standards;
- Is conducted among educators at the school and facilitated by well prepared professional development coaches, mentors, master teachers, or other teacher leaders;
- Is ongoing and engages educators in a continuous cycle of improvement.

Professional development may be provided through courses, workshops, seminars, technology, networks of content-area specialists and other education organizations and associations.

Q

Quality Rating Categories/Criteria – The performance of teachers evaluated on or after July 1, 2011, will be rated as one of
the following categories based on a single composite effectiveness score:

• **Highly Effective** means a teacher is performing at a higher level than typically expected based on the evaluation criteria prescribed in regulations, including, but not limited to acceptable rates of student growth.

• **Effective** means a teacher is performing at the level typically based on the evaluation criteria prescribed in the regulations, including but not limited to acceptable rates of student growth.

• **Developing** means a teacher is not performing at the level typically expected and the reviewer determines that the teacher needs to make improvements based on the evaluation criteria prescribed in the regulations, including but not limited to less than acceptable rates of student growth.

• **Ineffective** refers to a teacher whose performance is unacceptable based on the evaluation criteria prescribed in the regulations, including but not limited to unacceptable or minimal rates of student growth.

R

Reliability – An estimate of how closely the results of a test would match if the tests were given repeatedly to the same student under the same conditions (and there was no practice effect). Reliability is a measure of consistency.

Rigorous – Means that locally selected measures are aligned to the New York State Learning Standards and to the extent practicable, are valid and reliable as defined by the Testing Standards.

Rubric – Describes a set of rules, guidelines, or benchmarks at different levels of performance, or prescribed descriptors for use in quantifying measures of program attributes and performance (adapted from Western Michigan University Evaluation Center). Rubrics:

• Promote learning by giving clear performance targets based on agreed upon learning goals.

• Are used to make subjective judgments about work or status more objective through clearly articulated criteria for performance.

• Can be used to understand next steps in learning or how to improve programs (adapted from CCSSO).

Rubric to Evaluate Teacher Effectiveness – Describes performance for each criteria at the level of effectiveness: "Highly Effective," "Effective," "Developing," and "Ineffective."

S

SLO - A student learning objective is an academic goal that is established at the start of the school year or course for a classroom teacher's students. See appendix E.

Standardized Tests – Tests that are administered and scored under uniform (standardized) conditions. Because most machine-scored, multiple-choice tests are standardized, the term is sometimes used to refer to such tests, but other tests may also be standardized.

Student Achievement – As defined by federal policy, student growth is the change in student achievement for an individual student between two or more points in time. Student achievement in the tested grades and subjects means: (1) a student's score on the state's assessments required under the federal Elementary and Secondary Education Act (ESEA); and, as appropriate, (2) other measures of student learning, such as those described for the non-tested grades and subjects, provided they are rigorous and comparable across classrooms. For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student Growth – Student growth is the change in student achievement for an individual student between two or more points in time. A state may also include other measures that are rigorous and comparable across classrooms. The value of this score will not exceed 20 points until SED determines the criteria to create a value-added growth score at which time the value of this score will not exceed 25 points. See appendix C.

Student Growth Percentile Score – A statistical calculation that compares student achievement on state assessments or comparable measures to similar students.

Summative Assessment – A test given to evaluate and document what students have learned at the end of a period of instruction. The term is used to distinguish such tests from formative tests, which are used primarily to diagnose what students have learned in order to plan further instruction.

Summative Evaluation for Teachers – Assessment of whether a standard has been met. It can be used for tenure decisions, intensive assistance decisions, dismissal decisions, career path decisions and compensation decisions.

T

Teacher and Principal Practice Rubric – this is the tool agreed upon by the district and the two associations for use in evaluating teachers and principals under the "Other Measures (60 points) Component of the APPR plan. The rubrics must be selected from the list of those approved by SED and must be aligned to the NYS Teaching Standards for teachers and the Interstate School Leaders Licensure Consortium (ISLLC) Standards for principals. The rubrics selected can be found in appendix F.

Teaching Standards – Establish a framework and definition of specific expectations for what teachers should know and be able to do. Teaching Standards:

- Provide a clear definition of effective instructional practice;
- Define teacher competencies and describe what teachers should know and be able to do;
- Promote student learning;
- Serve as the base for teacher evaluation; and
- Inform professional learning and development.

See Appendix A.

Teacher or Principal Growth Percentile Score – The student growth percentile score with student characteristics of poverty, students with disabilities and English language learners are taken into consideration.

Teacher of Record – For 2011-12, this includes the teachers who are primarily and directly responsible for student learning activity aligned to the performance measures of a course consistent with guidelines prescribed by the Commissioner. For 2012-13 this term will be defined by the Commissioner.

Test Integrity – in order to ensure that the results of any state assessment used as a factor in the creation of a state student growth score for a teacher or principal teachers who have a vested interest in the results of the assessment will not proctor or score the assessment.

Third (3rd) Party Vendors – companies approved by NYSED to provide items necessary to complete required teacher and principal/administrator evaluation. Examples include the rubrics to be used to score the Other Measures Component (Marzano Teacher Causal Evaluation and Marzano Leadership Evaluation), tests allowed to be used for the State Growth Component (Terra Nova, Right Reason Technologies, etc.)

V

Validity – Means that scores obtained from an instrument (test) represent what they are intended to represent. Validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. For example, if a test is designed to measure achievement, then scores from the test really do represent various levels of achievement.

Value-Added Model – Aims to estimate fairly a teacher's contribution to achievement growth of his/her students. The model compares class-wide achievement growth to expected growth. Statistical adjustments account for what each student brings to the classroom:

- Student's previous achievement.
- Other student factors such as poverty, attendance, special education status, etc. In principle, it is the fairest way to use student achievement in teacher evaluation (Gill).

Value-Added Growth Score – The result of a statistical model that incorporates a student's academic history and other demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics not in the teacher's or principal's control.

W

Weighting – Determining teacher effectiveness requires that the evidence of multiple measures – classroom observations, parent surveys, student test scores, and other evidence of student learning – be incorporated into a single composite score. In calculating the composite score, all evidence may not have equal value or significance to the specific purpose(s) of the evaluation. Weighting refers to assigning different levels of value to the evidence obtained by classroom observations, parent and student surveys, and to student work samples and/or test data.

Appendix D
Local Achievement Component

Background:

In accordance with Chapter 103 of the Laws of 2010, all state tested subjects will offer a local assessment in addition to the state provided assessment. These locally selected measures must provide rich student achievement data that informs instruction and improves student learning for all students.

The term "assessment(s)" pertains not only to "tests," but may include other forms of assessment that relate to student achievement. These assessments should measure growth over one or more points in time. The 20% (15% after value added score is developed by NYSED) must include multiple assessments.

Multiple-measure systems will give PLC Teams and individual teacher's richer student achievement data that will inform instruction and improve student learning. They will also improve the accuracy and stability of teachers' evaluations by reducing reliance on any single measure of a teacher's performance. This local option should be aligned with NY State Common Core Standards, meet statewide criteria, and consist of multiple measures of student performance such as:

- Criterion referenced test
- Summative assessments
- Performance assessments
- Portfolio or student work
- Curriculum based assessments
- Formative assessments
- Norm referenced test

Local Assessments may come from:

- State assessments, Regents examination and/or Regent-equivalent assessments (3rd – 8th grade Mathematics and ELA assessments for example) provided that they are **different than** the measure used for the State Growth component. These include:
    - Teacher-specific change in percentage of students who achieve a specified level of performance on State assessments *(e.g. 3% point increase in number of students earning the proficient level 3 or better on the 7th grade State Math test compared to those same students' performance on the 6th grade State Math test)*
    - Teacher-specific growth computed by the State based on percentage of students who achieve a State-determined level of growth (*e.g. percentage of students whose growth is at least average for similar students)*
    - Other teacher-specific growth or achievement measure using State assessments, Regents examinations and/or department approved alternative examinations computed in a manner determined locally
- District, regional or BOCES-developed assessments provided that the district or BOCES verifies comparability and rigor.
- School-wide growth or achievement results based on:
    - State-provided school-wide growth score for all students in a classroom or school taking the State ELA or Math assessment in grades 4-8.
    - Locally-computed measure based on State assessment for which the District or BOCES verifies comparability or rigor.
- List of State-approved 3rd party, State or Regent-equivalent assessments.

- Student Learning Objectives.
    - Used with any State, State-approved, or District, regional, or BOCES-developed assessment provided that the District or BOCES verifies comparability or rigor.
    - These measures must be **different than** the measures used with Student Learning Objectives as a Comparable Growth measure in the State Growth Subcomponent.

The Process for all teachers and principals/administrators:

The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district.

How the Local Achievement Score will be Calculated:

Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.

Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator.

The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)

The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):

Ineffective	0-2
Developing	3-11
Effective	12-17
Highly Effective	18-20

15 Point Scale

Growth in Proficiency	Points For Local Measure
1.0 plus	15
.95	15
.9	14
.85	13
.8	13
.75	12
.7	12
.65	11
.6	11
.55	10
.5	9
.45	8
.4	7
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

20 Point Scale

Growth in Proficiency	Points For Local Measure
1.0 plus	20
.95	19
.9	18
.85	17
.8	16
.75	15
.7	14
.65	13
.6	12
.55	11
.5	10
.45	9
.4	8
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

This model allows our local achievement component to easily meet the following definitions:

- **Content-Rich:** This is based on a template to determine rigor and indicators of higher-order thinking.
- **Rigorous:** This is based on a template to determine rigor and indicators of higher-order thinking.
- **Curriculum Aligned:** Alignment determined by comparison with "Common Core" or content standards.
- **Assessed Authentically:** Standards-based processes are developed and utilized by teachers or contracted professionals
- **Reliable:** Assessments are determined to be consistent across classrooms and overtime through rubric use and analysis.
- **Valid:** Assessments are determined to measure what is intended to be measured through standards alignment analysis and other measures.
- **Inter-rater Reliability**: Those scoring are trained and deemed proficient in scoring.

- Test Integrity: The District will ensure that no teacher shall score or administer any examination where the teacher has a vested outcome in the results of that examination (used to determine the teacher's composite score or any part thereof). The District will house assessments in a secure location until the time when the assessment will be administered to students. To the extent possible, local assessments will be regionally developed.

This process helps to promote the goals of a Professional Learning Community (PLC) as defined by Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many in Learning by Doing: A Handbook for Professional Learning Communities at Work:

- A Focus on Learning;
- A Collaborative Culture With a Focus on Learning for All;
- Collective Inquiry Into Best Practice and Current Reality;
- Action Orientation: Learning by Doing;
- A Commitment to Continuous Improvement; and,
- A Results Orientation.

They further define the collaboration as a systematic process in which teachers [and administrators] work together interdependently in order to impact their classrooms [and the entire school] in ways that will lead to better results for their students, for their team, and for their school. (DuFour, DuFour, Eaker, Many) our method of determining a Local Achievement Score for all teachers and principals/administrators links the importance of student proficiency at all grade levels to the ultimate goal of improved graduation. Further, it links all staff in a collaborative goal to improve student proficiency on all state assessments and to improve our rate of students receiving Local and Regents diplomas (or higher).

Appendix M
HEDI Scoring

What is State-determined?

- Scoring bands for Growth and Local subcomponents, and for Composite Score to determine an educator's rating category of Highly Effective, Effective, Developing and Ineffective (HEDI).
- Process for assigning points to educators for the State Growth or Other Comparable Measures Subcomponent. (Districts will determine the points assigned to educators with Student Learning Objectives in this subcomponent, following State guidance).

What is Locally-established through negotiations?

- Scoring bands for the "Other measures of Effectiveness" (60 point) subcomponent
- The process for assigning points in the Locally-selected Measures and the "Other Measures" subcomponents.

- The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents must be transparent and available to those being rated before the beginning of each school year.
- The assignment of points in each subcomponent must ensure it is possible for an educator to obtain any of the available points (including 0) in the subcomponents and rating categories.
- Districts and collective bargaining units, where one exists, must certify that the process for assigning points will use the narrative descriptions below to effectively differentiate educators' performance in ways that improve student learning and instruction.

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 of student learning standards for grade/subject.	Overall performance and results exceed 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 of student learning standards for grade/subject.	Overall performance and results meet 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 of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet 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 of student learning standards for grade/subject.	Overall performance and results do not meet standards.

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

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

2012-13 Where there is no Value	State Growth or Comparable Measures	Locally selected Measures of	Other Measures of Effectiveness	Raw Total Score Range

Added Measure		Growth or Achievement	(60 points)	
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	63-88
Developing	3-8	3-8	50-56	45-60
Ineffective	0-2	0-2	0-49	0-42

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 Measure Applies	State Growth or Comparable Measures	Locally selected Measures of Growth or Achievement	Other Measures of Effectiveness (60 points)	Raw Total Score Range
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	63-88
Developing	3-9	3-7	50-56	45-60
Ineffective	0-2	0-2	0-49	0-42

Form 3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	French 6 French 7 French 8 French I French II French III French IV Spanish 6 Spanish 7 Spanish 8 Spanish I Spanish II Spanish III Spanish IV	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ● 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Proficiency Increase on All PK-12 State Assessments
	HS Health Health 6 Health 8 K-12 PE PK-8 Music Music Theory Band Chorus K-8 Art Studio Art Portfolio InDesign Basic Art Basic Design 6-8 Technology Ag. Enrichment 6-8 Home & Careers Gourmet Foods Food & Nutrition Food Preparation Keyboarding Web Design Computer Presentations Computer Graphics	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ● 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Proficiency Increase on All PK-12 State Assessments

	Newspaper/Storm Watch Business Law Accounting		
	6-8 Social Studies	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ● 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Proficiency Increase on All PK-12 State Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	***Same as the rest of 3.12***
Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	***Same as the rest of 3.12***
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	***Same as the rest of 3.12***
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	***Same as the rest of 3.12***
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	***Same as the rest of 3.12***

Appendix D
Local Achievement Component

Background:

In accordance with Chapter 103 of the Laws of 2010, all state tested subjects will offer a local assessment in addition to the state provided assessment. These locally selected measures must provide rich student achievement data that informs instruction and improves student learning for all students.

The term "assessment(s)" pertains not only to "tests," but may include other forms of assessment that relate to student achievement. These assessments should measure growth over one or more points in time. The 20% (15% after value added score is developed by NYSED) must include multiple assessments.

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How the Local Achievement Score will be Calculated:

Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.

Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator.

The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)

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.1	2
.05	1
0 or negative	0

20 Point Scale

Growth in Proficiency	Points For Local Measure
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- Collective Inquiry Into Best Practice and Current Reality;
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- A Commitment to Continuous Improvement; and,
- A Results Orientation.

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Appendix M
HEDI Scoring

What is State-determined?

- Scoring bands for Growth and Local subcomponents, and for Composite Score to determine an educator's rating category of Highly Effective, Effective, Developing and Ineffective (HEDI).
- Process for assigning points to educators for the State Growth or Other Comparable Measures Subcomponent. (Districts will determine the points assigned to educators with Student Learning Objectives in this subcomponent, following State guidance).

What is Locally-established through negotiations?

- Scoring bands for the "Other measures of Effectiveness" (60 point) subcomponent
- The process for assigning points in the Locally-selected Measures and the "Other Measures" subcomponents.

- The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents must be transparent and available to those being rated before the beginning of each school year.
- The assignment of points in each subcomponent must ensure it is possible for an educator to obtain any of the available points (including 0) in the subcomponents and rating categories.
- Districts and collective bargaining units, where one exists, must certify that the process for assigning points will use the narrative descriptions below to effectively differentiate educators' performance in ways that improve student learning and instruction.

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 of student learning standards for grade/subject.	Overall performance and results exceed 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 of student learning standards for grade/subject.	Overall performance and results meet 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 of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet 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 of student learning standards for grade/subject.	Overall performance and results do not meet standards.

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

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

2012-13 Where there is no Value	State Growth or Comparable Measures	Locally selected Measures of	Other Measures of Effectiveness	Raw Total Score Range

Added Measure		Growth or Achievement	(60 points)	
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	63-88
Developing	3-8	3-8	50-56	45-60
Ineffective	0-2	0-2	0-49	0-42

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 Measure Applies	State Growth or Comparable Measures	Locally selected Measures of Growth or Achievement	Other Measures of Effectiveness (60 points)	Raw Total Score Range
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	63-88
Developing	3-9	3-7	50-56	45-60
Ineffective	0-2	0-2	0-49	0-42

Form 2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	French 6 French 7 French 8 French I French II French III French IV Spanish 6 Spanish 7 Spanish 8 Spanish I Spanish II Spanish III Spanish IV	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District/BOCES-Wide Assessment for all LOTE courses aligned to appropriate NY State Learning Standards and NY State CCLS
	HS Health Health 6 Health 8 K-12 PE PK-8 Music Music Theory Band Chorus K-8 Art Studio Art Portfolio InDesign Basic Art Basic Design 6-8 Technology Ag. Enrichment 6-8 Home & Careers Gourmet Foods Food & Nutrition Food Preparation Keyboarding Web Design Computer Presentations Computer Graphics Newspaper/Storm Watch Business Law Accounting	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Assessment for all courses in the left hand column aligned to appropriate NY State Learning Standards and NY State CCLS

	6-8 Social Studies	○ State Assessment ○ State-approved 3rd party assessment ● District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Assessment for all courses in the left hand column aligned to appropriate NY State Learning Standards and NY State CCLS
		○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	

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.	***Same as the rest of 2.10***
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	***Same as the rest of 2.10***
Effective (9 - 17 points) Results meet District goals for similar students.	***Same as the rest of 2.10***
Developing (3 - 8 points) Results are below District goals for similar students.	***Same as the rest of 2.10***
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	***Same as the rest of 2.10***

Appendix C
State Growth Component

1. Student Achievement Measures for Teachers 2012-13 and Beyond:
    a. Growth on State Assessments: ELA/Math 4-8:
        i. State-provided student scores comparing student growth to those with similar past test scores and which may include consideration of poverty, ELL, SWD status.
        ii. Value-Added measure with additional controls when approved, which can be no earlier than 2012-13.
        iii. Policies on Teacher of Record and linked students.
    b. Growth on State Assessments: All Other Classroom Teachers:
        i. Additional grades/subjects covered by growth/Value-Added scores, as measures become available, based on existing and new (if resources are available) State assessments:
            1. All Math Regents
            2. PARCC as available
            3. If approved: 6-8 science, social studies, 9-10 ELA and related Regents
            4. If approved: progress monitoring in grades K-3 ELA and Math
    c. Growth Using Comparable Measure:
        i. For teachers of ELA and Math in grades 4-8 this option is not available.
        ii. For all other teachers of applicable grades and subjects: State-determined district-wide student growth goal-setting process (Student Learning Objectives) used with:
            1. For core subjects: 6-8 Science and Social Studies, high school ELA, Math, Science, and Social Studies courses associated in 2010-11 with a Regents exam or, in the future, with other State assessments:
                a. State assessment if one exists (or Regents equivalents)
                b. If no State assessment exists:
                i. District-determined assessment from list of State-approved 3rd party assessments; or
                ii. District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor.
            2. For teachers of all other grades/subjects: District-determined assessments from the following options:
                a. State assessment (or Regents equivalent)
                b. District-determined assessment from list of State-approved 3rd party assessments
                c. District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor
                d. School or BOCES-wide, group or team results based on State assessments
2. Student Achievement Measures for Principal's/Administrator's 2012-13 and Beyond:
    a. Growth on State Assessments: Elementary/Middle School:

i. Results of student growth/Value Added measure as applied to State assessments in 4-8 ELA/Math
ii. Add grades and/or subjects as growth/Value Added measure applies

b. Growth on State Assessments: High School:
   i. Result of principal/administrator student growth percentile/Value Added measure as applied to State assessments and/or graduation rates
   ii. Add subjects as growth/Value Added measure applies

c. Other Comparable Measures: If principal/administrator is not covered by a State provided growth or Value Added measure:
   i. State-determined district-wide student growth goal setting process (Student Learning Objectives) with one of the following assessment options:
      1. State assessment
      2. List of State-approved 3rd party assessments
      3. District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor

Test Integrity

The District will ensure that no teacher shall score or administer any examination where the teacher has a vested outcome in the results of that examination (used to determine the teacher's composite score or any part thereof). The District will house assessments in a secure location until the time when the assessment will be administered to students. To the extent possible, local assessments will be regionally developed.

The instructional coaches in consultation with the curriculum coordinator, CIO, administrative council, and the LINKS Team will compile a list of acceptable assessments to be used to measure the State Growth Component using a comparable measure where a State assessment doesn't exist. This same group will put together before the start of each school year a local assessment administration calendar and disseminate it to all staff by June 15 of the previous school year to aid teachers and principals/administrators in planning over the summer months. [see Appendix E for information on Student Learning Objectives]

Points Distribution for Teachers:

Teachers will administer a beginning of year (BOY) assessment, middle of year (MOY) assessment, end of year (EOY) assessment and the district will calculate a growth score by comparing the EOY results to the BOY results. That growth score will be used to convert each students score into a score ranging from 0-20. The teachers HEDI score will then be calculated by averaging all of the student's scores in the 0-20 range. Below is a sample spreadsheet intended to provide districts with a way to award points in an equitable way, regardless of whether state assessments, approved 3rd party vendor assessments, or SLO's are used as the means to measure the state growth or comparable measures component. The spreadsheet is intended to consider the greater of student growth and student achievement. Data will be collected from PLC Teams for each teacher for the BOY results, MOY results, and the EOY results for their students throughout the school year and the final state growth comparable measures component. The HEDI score will be determined using only the results of the BOY compared to the EOY results using the chart below and the excel file which will be made available to all teachers and administrators. The same chart has been developed using a 25 point scale which will be used after NYSED develops value-added scoring.

HEDI scoring bands can be found in appendix M.

Teachers who receive a student growth score from the state as a result of student growth on required state assessments will be given that score for the State Growth Component for HEDI purposes.

State Growth Comparable Measures Distribution of Points						
Enter Title of Assessment				***Enter Date of Assessment***		
Ave BOY Score:	27.493			**Teacher Points:**	16	
Ave EOY Score:	74.293					
Growth Factor:	1.47					
Maximum Score:	100					
	BOY	**EOY Achievement**	**Growth Score**	**Larger of Achievement or Growth**	**Final Score**	**Points Per Student**
Student 1	97	98	1.47	98.00	98.00	19.60
Student 2	85	50	-51.38	50.00	-1.38	0.00
Student 3	2	95	100.00	100.00	100.00	20.00
Student 4	50	49	-1.47	49.00	47.53	9.51
Student 5	95	70	-36.70	70.00	33.30	6.66
Student 6	33	79	67.53	79.00	79.00	15.80
Student 7	45	93	70.46	93.00	93.00	18.60
Student 8	57	100	63.12	100.00	100.00	20.00
Student 9	23	78	80.74	80.74	80.74	16.15
Student 10	5	90	100.00	100.00	100.00	20.00
Student 11	44	78	49.91	78.00	78.00	15.60
Student 12	18	86	99.82	99.82	99.82	19.96
Student 13	19	95	100.00	100.00	100.00	20.00
Student 14	8	94	100.00	100.00	100.00	20.00
Student 15	6	73	98.36	98.36	98.36	19.67
Student 16	42	68	38.17	68.00	68.00	13.60
Student 17	50	72	32.30	72.00	72.00	14.40
Student 18	5	86	100.00	100.00	100.00	20.00
Student 19	45	67	32.30	67.00	67.00	13.40
Student 20	23	85	91.02	91.02	91.02	18.20
Student 21	20	98	100.00	100.00	100.00	20.00
Student 22	10	99	100.00	100.00	100.00	20.00
Student 23	25	72	69.00	72.00	72.00	14.40
Student 24	49	68	27.89	68.00	68.00	13.60
Student 25	41	100	86.61	100.00	100.00	20.00

Student 26	48	77	42.57	77.00	77.00	15.40
Student 27	26	66	58.72	66.00	66.00	13.20
Student 28	6	90	100.00	100.00	100.00	20.00
Student 29	16	90	100.00	100.00	100.00	20.00
Student 30	24	71	69.00	71.00	71.00	14.20
Student 31	0	72	100.00	100.00	100.00	20.00
Student 32	31	66	51.38	66.00	66.00	13.20
Student 33	50	47	-4.40	47.00	42.60	8.52
Student 34	24	53	42.57	53.00	53.00	10.60
Student 35	8	51	63.12	63.12	63.12	12.62
Student 36	47	45	-2.94	45.00	42.06	8.41
Student 37	19	61	61.66	61.66	61.66	12.33
Student 38	3	70	98.36	98.36	98.36	19.67
Student 39	42	62	29.36	62.00	62.00	12.40
Student 40	17	59	61.66	61.66	61.66	12.33
Student 41	41	80	57.25	80.00	80.00	16.00
Student 42	26	59	48.44	59.00	59.00	11.80
Student 43	24	95	100.00	100.00	100.00	20.00
Student 44	41	71	44.04	71.00	71.00	14.20
Student 45	20	84	93.95	93.95	93.95	18.79
Student 46	23	71	70.46	71.00	71.00	14.20
Student 47	28	54	38.17	54.00	54.00	10.80
Student 48	23	77	79.27	79.27	79.27	15.85
Student 49	50	65	22.02	65.00	65.00	13.00
Student 50	26	53	39.64	53.00	53.00	10.60
Student 51	4	84	100.00	100.00	100.00	20.00
Student 52	43	79	52.85	79.00	79.00	15.80
Student 53	11	79	99.82	99.82	99.82	19.96
Student 54	1	66	95.42	95.42	95.42	19.08
Student 55	8	61	77.80	77.80	77.80	15.56
Student 56	0	53	77.80	77.80	77.80	15.56
Student 57	17	46	42.57	46.00	46.00	9.20
Student 58	20	86	96.89	96.89	96.89	19.38
Student 59	36	90	79.27	90.00	90.00	18.00
Student 60	1	48	69.00	69.00	69.00	13.80
Student 61	27	48	30.83	48.00	48.00	9.60
Student 62	29	46	24.96	46.00	46.00	9.20
Student 63	37	93	82.21	93.00	93.00	18.60

Student 64	45	71	38.17	71.00	71.00	14.20
Student 65	28	100	100.00	100.00	100.00	20.00
Student 66	27	81	79.27	81.00	81.00	16.20
Student 67	9	95	100.00	100.00	100.00	20.00
Student 68	36	76	58.72	76.00	76.00	15.20
Student 69	8	73	95.42	95.42	95.42	19.08
Student 70	19	61	61.66	61.66	61.66	12.33
Student 71	23	95	100.00	100.00	100.00	20.00
Student 72	2	97	100.00	100.00	100.00	20.00
Student 73	30	72	61.66	72.00	72.00	14.40
Student 74	34	87	77.80	87.00	87.00	17.40
Student 75	7	53	67.53	67.53	67.53	13.51

Final Score: This score adjusts the "Larger of Achievement or Growth" score to accommodate for excessive drops from the pretest to post test.

Points Per Student: This score places the final score onto a 20 point scale.

<u>The Process for Administrators:</u>

The superintendent and administrator will collaboratively complete the professional growth goal setting process that will be used to obtain the 20 points of the state growth or comparable measures component of the administrator' s APPR (eventually 25 points).

1. Look at the previous year's results of assessments (local and state) that apply under the responsibility of the administrator.
2. Determine areas of focus (building/district goals).
3. Create up to two (2) SLO's/SMART goals based on locally selected measures of student achievement or growth.
4. Determine benchmark/targets for each goal.
5. Collaboratively determine the weight that each goal will have towards the calculation of the 20 points for the final State Growth Component as defined on the SLO/SMART Goal Template. This score will the convert to the NY State developed HEDI scoring ranges.
6. The administrator will provide two quarterly narratives of progress and provide student achievement data to support their summary. A final report will be submitted at least three (3) weeks prior to their summative review conference in order to determine the final local assessment component HEDI score.
7. The points achieved for all teachers under their direct supervision will be averaged to come up with a HEDI state growth or comparable measures component.

Principals/administrators will receive points based on the students' performance on the assessments as determined by the State Education Department. Options for calculating the State Growth Component score for principals/administrators:

a) Result of student growth as applied to State assessments
b) If the principal/administrator is not covered by a State-provided growth measure, the principal/administrator must complete a Student Learning Objective with one of the following options (or a combination of them): student growth on state assessment(s); student growth on district administered state approved 3rd party assessments; and/or student growth on district, regional or BOCES-developed assessments provided that the District verifies comparability and rigor.

To convert the percentage of students' proficient the HEDI scoring ranges for Teachers and principals/administrators (in cases where we can't average the student points as calculated on our State Growth Comparable Measure Distribution of Points Form, see pages 30 and 62, within the principal's/administrators building) will be:

96-100=20	89=17	83-84=14	78-79=11	73-74=8	65-66=5	40-59=2
91-95=19	87-88=16	82=13	77=10	70-72=7	62-64=4	20-39=1
90=18	85-86=15	80-81=12	75-76=9	67-69=6	60-61=3	0-19=0

Appendix M
HEDI Scoring

What is State-determined?

- Scoring bands for Growth and Local subcomponents, and for Composite Score to determine an educator's rating category of Highly Effective, Effective, Developing and Ineffective (HEDI).
- Process for assigning points to educators for the State Growth or Other Comparable Measures Subcomponent. (Districts will determine the points assigned to educators with Student Learning Objectives in this subcomponent, following State guidance).

What is Locally-established through negotiations?

- Scoring bands for the "Other measures of Effectiveness" (60 point) subcomponent
- The process for assigning points in the Locally-selected Measures and the "Other Measures" subcomponents.
- The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents must be transparent and available to those being rated before the beginning of each school year.
- The assignment of points in each subcomponent must ensure it is possible for an educator to obtain any of the available points (including 0) in the subcomponents and rating categories.
- Districts and collective bargaining units, where one exists, must certify that the process for assigning points will use the narrative descriptions below to effectively differentiate educators' performance in ways that improve student learning and instruction.

Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader standards)
Highly	Results are well-above	Results are well-above	Overall performance and

Effective	state average for similar students (or District goals if no state test).	District or BOCES - adopted expectations for growth or achievement of student learning standards for grade/subject.	results exceed 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 of student learning standards for grade/subject.	Overall performance and results meet 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 of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet 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 of student learning standards for grade/subject.	Overall performance and results do not meet standards.

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

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

2012-13 Where there is no Value Added Measure	State Growth or Comparable Measures	Locally selected Measures of Growth or Achievement	Other Measures of Effectiveness (60 points)	Raw Total Score Range
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	63-88
Developing	3-8	3-8	50-56	45-60
Ineffective	0-2	0-2	0-49	0-42

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 Measure Applies	State Growth or Comparable Measures	Locally selected Measures of Growth or Achievement	Other Measures of Effectiveness (60 points)	Raw Total Score Range
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	63-88
Developing	3-9	3-7	50-56	45-60
Ineffective	0-2	0-2	0-49	0-42

Appendix F
Teacher and Principal Practice Rubrics

The following process will be used to complete the 60% review for teachers:

Teacher Roles:

- Laser-like focus on learning and use of achievement data to build a culture of continuous improvement.
- Spend as much time as possible engaging students in rigorous and rich learning opportunities using research based practices.
- Collaborate professionally with their peers working interdependently toward a common goal aimed at improving learning and student achievement.
- Use data from formative, benchmark, and summative assessments as well as progress monitoring assessments to guide improvements in learning.
- Participate in professional development which leads to improved student learning and achievement.

Evaluation Requirements: (based on the New York State Teacher and Principal Evaluation 2012-13 and beyond Summary of Revised APPR Provisions April 2012)

- The use of multiple measures of teacher performance
- At least a majority of the 60 points shall be based on multiple (at least 2) classroom observations by principal, or other trained administrator, at least one of which must be unannounced:
    - Observations may be conducted in person or using video
- Any remaining points shall be allocated to one or more of the following and assessed using the practice rubric:
    - Observation(s) by trained evaluators independent of school
    - Observations by trained in-school peer teachers
    - Feedback from students and/or parents using State-approved survey tools
    - Structured review of lesson plans, student portfolios and/or other teacher artifacts
- Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year.

Timelines & Procedures:

1. **Full year teacher schedule:**

   June

   SMART Goal/SLO drafted and submitted to principal.

   September to October

   Up to two (2) classroom walk-throughs will be completed by an administrator.

   October to Early November

   The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This list of action steps may change as the year progresses based on completion as compared with student achievement data collected.

October to August

The teacher will attend targeted professional development focused around the established professional growth goals.

November to January

Up to two (2) classroom walk-throughs will be completed by an administrator.

February to May

Two (2) classroom walk-throughs or an extended observation will be completed by an administrator.

June to August

An administrator will complete a summative review and hold a summative meeting with the teacher. This will be inclusive of the state and local assessment components as well as the Marzano Causal Teacher Evaluation rubric used to generate the Other Measures component.

2. Semestered teacher schedule timeline:

June

SMART Goal/SLO for first semester drafted and submitted to principal.

September

Up to two (2) classroom walk-throughs will be completed by an administrator.

October

The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This list of action steps may change as the year progresses based on completion as compared with student achievement data collected.

November

SMART Goal/SLO for second semester drafted and submitted to principal.

October to January

- The teacher will attend targeted professional development focused around the established professional growth goals.
- Two (2) classroom walk-throughs or up to 2 observations will be completed by an administrator.

February

Up to two (2) classroom walk-throughs or an extended observation will be completed by an administrator.

March

The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This

list of action steps may change as the year progresses based on completion as compared with student achievement data collected.

March to June

- The teacher will attend targeted professional development focused around the established professional growth goals.
- Two (2) classroom walk-throughs or up to 2 observations will be completed by an administrator.

June to August

An administrator will complete a summative review and hold a summative meeting with the teacher. This will be inclusive of the state and local assessment components as well as the Marzano Causal Teacher Evaluation rubric used to generate the Other Measures component.

The District will use the Marzano Causal Teacher Evaluation Model Rubric. Because each element of the agreed upon rubric lists very specific teacher and/or student evidence that should be observable or reviewable by the principal/administrator all 60 points will be awarded through the use of the rubric. This includes the walk-through/observation process, Evidence/Artifact review [see Marzano Causal Teacher Evaluation Model Rubric and appendix J], application of targeted professional development to teacher practice, and other items collaboratively agreed upon by the teacher and administrator in the growth plan meeting. For the purposes of identifying a HEDI rating the following conversion will be used:

Conversion to the New York State Ratings Categories

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Marzano Causal Evaluation Model Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

The following steps outline the process used to calculate status score. The Status Score aggregates teachers' ratings across all observed elements within the framework to result in a score.

1. Using the Domain Forms, rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0).
2. Count the number of ratings at each level for each of the four domains
3. For each domain, determine the percentage of the total each level represents (this process is automated in a spreadsheet)
4. For each domain, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on teacher's experience level). This is a domain proficiency score and will be a number between 1 and 4.
5. Using the four domain frequency scores, compute the weighted average to obtain the Status Score. The 3 Category Proficiency Scales can be used to determine a numerical value that represents a proficiency score for each domain. Each domain can be weighted to obtain an overall Status Score. The district will use the following weight for each domain:

    a. Domain 1: 68%, 41 Elements
    b. Domain 2: 14%, 8 Elements
    c. Domain 3: 8%, 5 Elements
    d. Domain 4: 10%, 6 Elements

This weighting system distinguishes the Marzano Causal Evaluation Model from traditional evaluation models in that Domain 1 carries the most weight as these strategies are directly related to student learning. Additionally, the most emphasis is placed on the domain proven by research to have the most direct, CAUSAL impact on student achievement.

The weighted average of the 4 domain proficiency scores will result in a single number that can be translated into the following final scale:

a. Highly Effective (3.5 – 4.0)
b. Effective (2.5 – 3.4)
c. Developing (1.5 – 2.4)
d. Ineffective (1.0 – 1.4)

The Instructional Practice Score reflects teachers' performance across all elements within the framework (Domains 1-4) and accounts for teachers' experience levels. Further it assigns weight to the domain with the greatest impact on student achievement (Domain 1) and acknowledges teachers' focus on deliberate practice by measuring teacher improvement over time on specific elements within the framework.

The four category ratings are identical to the categories New York State has adopted. The levels used for each domain element are: Highly Effective, Effective, Developing, and Ineffective.

Background Information (Principal/Instructional Administrator Evaluation)

The following process will be used to complete the point other measures component for administrators:

Principal/Administrator Roles:

- Laser-like focus on teaching and learning and use of achievement data to build a culture of continuous improvement.
- Spend as much time as possible in classrooms to collect evidence and artifacts of effective practice.
- Collaborate professionally with teachers about their performance to work interdependently toward a common goal aimed at improving learning and student achievement.
- Use data from formative, benchmark, and summative assessments as well as progress monitoring assessments to guide improvements in teaching and learning.
- Participate in professional development which leads to improved leadership, teacher efficacy, student learning, and student achievement.

Evaluation Requirements: (based on the New York State Teacher and Principal Evaluation 2012-13 and beyond Summary of Revised APPR Provisions April 2012)

- The use of multiple measures of principal/administrator performance
- At least a majority of the 60 points shall be based on supervisor's broad assessment of principal leadership and management actions based on the practice rubric:
    - Must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be unannounced
    - Must include at least two other sources of evidence from the following options: structured feedback from constituencies including: teachers, students, and/or families using a State-approved tool; review of school documents, records, and/or State accountability processes
- Any remaining points shall be assigned based on results of one or more ambitious and measureable goals set collaboratively with supervisors:

- At least one goal must address the principal's/administrator's contribution to improving teacher effectiveness, based on 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/administrator on specific teacher effectiveness standards in the practice rubric
- Any other goals shall address quantifiable and verifiable improvements in academic results or the schools learning environment (e.g. student or teacher attendance)

- Any remaining leadership standards not addressed in the assessment of the principal's/administrator's leadership and management actions must be assessed at least once a year.

Timelines & Procedures:

July to August

The administrator and supervisor have a professional growth goal setting conference (replaces the pre-observation conference) to establish professional growth goals for the year (the supervisor will establish two (2) goals for the administrator and the administrator will establish two (2) goals).

July to May

The administrator will attend targeted professional development focused around the established professional growth goals.

October to February

Up to two (2) building walk-throughs will be completed by the supervisor.

October

Supervisor will complete the Marzano School Leadership/Administrator Evaluation rubric for the administrator.

March

Supervisor will complete the Marzano School Leadership/Administrator Evaluation rubric for the administrator.

April to August

Up to two (2) building walk-throughs will be completed by the supervisor.

June to August

The supervisor will complete a summative review and hold a summative meeting with the administrator. This will be inclusive of the state and local assessment components as well as the principal practice rubric component.

The District will use the Marzano School Leadership/Administrator Evaluation Rubric. Because each element of the agreed upon rubric lists very specific principal/administrator and/or student evidence that should be observable or reviewable by the supervisor all 60 points will be awarded through the use of the rubric. This includes the walk-through/observation process, Evidence/Artifact review [see Marzano School Administrator Evaluation Rubric and appendix J], application of targeted professional development to principal/administrator practice, and other items collaboratively agreed upon by the principal/administrator and supervisor in the growth plan meeting. For the purposes of identifying a HEDI rating the following conversion will be used:

Conversion to the New York State Ratings Categories

The principal's/administrator's status score reflects his/her overall understanding and application of the Marzano School Leadership/Administrator Evaluation Rubric Five Domains: Domain 1: A Data-Driven Focus on Student Achievement; Domain 2: Continuous Improvement of Instruction; Domain 3: A Guaranteed and Viable Curriculum; Domain 4: Cooperation and Collaboration; Domain 5: School Climate.

The following steps outline the process used to calculate status score. The Status Score aggregates teachers' ratings across all observed elements within the framework to result in a score.

1. Using the Domain Forms, rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0).
2. Count the number of ratings at each level for each of the five domains
3. For each domain, determine the percentage of the total each level represents (this process is automated in a spreadsheet)
4. For each domain, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on principal's/administrator's experience level). This is a domain proficiency score and will be a number between 1 and 4.
5. Using the five domain frequency scores, compute the weighted average to obtain the Status Score. The 3 Category Proficiency Scales can be used to determine a numerical value that represents a proficiency score for each domain. Each domain can be weighted to obtain an overall Status Score. The district will use the following weight for each domain:

    a. Domain 1: 20%
    b. Domain 2: 30%
    c. Domain 3: 15%
    d. Domain 4: 20%
    e. Domain 5: 15%

The weighted average of the 4 domain proficiency scores will result in a single number that can be translated into the following final scale:

a. Highly Effective (3.5 – 4.0)
b. Effective (2.5 – 3.4)
c. Developing (1.5 – 2.4)
d. Ineffective (1.0 – 1.4)

The Instructional Practice Score reflects principals'/administrators' performance across all elements within the framework (Domains 1-5) and accounts for principals'/administrators' experience levels. Further it assigns weight to the domains with the greatest impact on student achievement (Domains 2 & 4) and acknowledges principals'/administrators' focus on deliberate practice by measuring principal/administrator improvement over time on specific elements within the framework.

The four category ratings are identical to the categories New York State has adopted. The levels used for each domain element are: Highly Effective, Effective, Developing, and Ineffective.

Conversion Chart to the New York State Ratings Categories to be Used for Teachers and Principals/Administrators

All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the "Other Measures Component".

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30

1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6

3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Appendix C
State Growth Component

1. Student Achievement Measures for Teachers 2012-13 and Beyond:
    a. Growth on State Assessments: ELA/Math 4-8:
        i. State-provided student scores comparing student growth to those with similar past test scores and which may include consideration of poverty, ELL, SWD status.
        ii. Value-Added measure with additional controls when approved, which can be no earlier than 2012-13.
        iii. Policies on Teacher of Record and linked students.
    b. Growth on State Assessments: All Other Classroom Teachers:
        i. Additional grades/subjects covered by growth/Value-Added scores, as measures become available, based on existing and new (if resources are available) State assessments:
            1. All Math Regents
            2. PARCC as available
            3. If approved: 6-8 science, social studies, 9-10 ELA and related Regents
            4. If approved: progress monitoring in grades K-3 ELA and Math
    c. Growth Using Comparable Measure:
        i. For teachers of ELA and Math in grades 4-8 this option is not available.
        ii. For all other teachers of applicable grades and subjects: State-determined district-wide student growth goal-setting process (Student Learning Objectives) used with:
            1. For core subjects: 6-8 Science and Social Studies, high school ELA, Math, Science, and Social Studies courses associated in 2010-11 with a Regents exam or, in the future, with other State assessments:
                a. State assessment if one exists (or Regents equivalents)
                b. If no State assessment exists:
                i. District-determined assessment from list of State-approved 3rd party assessments; or
                ii. District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor.
            2. For teachers of all other grades/subjects: District-determined assessments from the following options:
                a. State assessment (or Regents equivalent)
                b. District-determined assessment from list of State-approved 3rd party assessments
                c. District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor
                d. School or BOCES-wide, group or team results based on State assessments
2. Student Achievement Measures for Principal's/Administrator's 2012-13 and Beyond:
    a. Growth on State Assessments: Elementary/Middle School:

i. Results of student growth/Value Added measure as applied to State assessments in 4-8 ELA/Math
ii. Add grades and/or subjects as growth/Value Added measure applies

b. Growth on State Assessments: High School:
   i. Result of principal/administrator student growth percentile/Value Added measure as applied to State assessments and/or graduation rates
   ii. Add subjects as growth/Value Added measure applies

c. Other Comparable Measures: If principal/administrator is not covered by a State provided growth or Value Added measure:
   i. State-determined district-wide student growth goal setting process (Student Learning Objectives) with one of the following assessment options:
      1. State assessment
      2. List of State-approved 3rd party assessments
      3. District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor

Test Integrity

The District will ensure that no teacher shall score or administer any examination where the teacher has a vested outcome in the results of that examination (used to determine the teacher's composite score or any part thereof). The District will house assessments in a secure location until the time when the assessment will be administered to students. To the extent possible, local assessments will be regionally developed.

The instructional coaches in consultation with the curriculum coordinator, CIO, administrative council, and the LINKS Team will compile a list of acceptable assessments to be used to measure the State Growth Component using a comparable measure where a State assessment doesn't exist. This same group will put together before the start of each school year a local assessment administration calendar and disseminate it to all staff by June 15 of the previous school year to aid teachers and principals/administrators in planning over the summer months. [see Appendix E for information on Student Learning Objectives]

Points Distribution for Teachers:

Teachers will administer a beginning of year (BOY) assessment, middle of year (MOY) assessment, end of year (EOY) assessment and the district will calculate a growth score by comparing the EOY results to the BOY results. That growth score will be used to convert each students score into a score ranging from 0-20. The teachers HEDI score will then be calculated by averaging all of the student's scores in the 0-20 range. Below is a sample spreadsheet intended to provide districts with a way to award points in an equitable way, regardless of whether state assessments, approved 3rd party vendor assessments, or SLO's are used as the means to measure the state growth or comparable measures component. The spreadsheet is intended to consider the greater of student growth and student achievement. Data will be collected from PLC Teams for each teacher for the BOY results, MOY results, and the EOY results for their students throughout the school year and the final state growth comparable measures component. The HEDI score will be determined using only the results of the BOY compared to the EOY results using the chart below and the excel file which will be made available to all teachers and administrators. The same chart has been developed using a 25 point scale which will be used after NYSED develops value-added scoring.

HEDI scoring bands can be found in appendix M.

Teachers who receive a student growth score from the state as a result of student growth on required state assessments will be given that score for the State Growth Component for HEDI purposes.

State Growth Comparable Measures Distribution of Points						
Enter Title of Assessment				***Enter Date of Assessment***		
Ave BOY Score:	27.493			**Teacher Points:**	16	
Ave EOY Score:	74.293					
Growth Factor:	1.47					
Maximum Score:	100					
	BOY	**EOY Achievement**	**Growth Score**	**Larger of Achievement or Growth**	**Final Score**	**Points Per Student**
Student 1	97	98	1.47	98.00	98.00	19.60
Student 2	85	50	-51.38	50.00	-1.38	0.00
Student 3	2	95	100.00	100.00	100.00	20.00
Student 4	50	49	-1.47	49.00	47.53	9.51
Student 5	95	70	-36.70	70.00	33.30	6.66
Student 6	33	79	67.53	79.00	79.00	15.80
Student 7	45	93	70.46	93.00	93.00	18.60
Student 8	57	100	63.12	100.00	100.00	20.00
Student 9	23	78	80.74	80.74	80.74	16.15
Student 10	5	90	100.00	100.00	100.00	20.00
Student 11	44	78	49.91	78.00	78.00	15.60
Student 12	18	86	99.82	99.82	99.82	19.96
Student 13	19	95	100.00	100.00	100.00	20.00
Student 14	8	94	100.00	100.00	100.00	20.00
Student 15	6	73	98.36	98.36	98.36	19.67
Student 16	42	68	38.17	68.00	68.00	13.60
Student 17	50	72	32.30	72.00	72.00	14.40
Student 18	5	86	100.00	100.00	100.00	20.00
Student 19	45	67	32.30	67.00	67.00	13.40
Student 20	23	85	91.02	91.02	91.02	18.20
Student 21	20	98	100.00	100.00	100.00	20.00
Student 22	10	99	100.00	100.00	100.00	20.00
Student 23	25	72	69.00	72.00	72.00	14.40
Student 24	49	68	27.89	68.00	68.00	13.60
Student 25	41	100	86.61	100.00	100.00	20.00

Student 26	48	77	42.57	77.00	77.00	15.40
Student 27	26	66	58.72	66.00	66.00	13.20
Student 28	6	90	100.00	100.00	100.00	20.00
Student 29	16	90	100.00	100.00	100.00	20.00
Student 30	24	71	69.00	71.00	71.00	14.20
Student 31	0	72	100.00	100.00	100.00	20.00
Student 32	31	66	51.38	66.00	66.00	13.20
Student 33	50	47	-4.40	47.00	42.60	8.52
Student 34	24	53	42.57	53.00	53.00	10.60
Student 35	8	51	63.12	63.12	63.12	12.62
Student 36	47	45	-2.94	45.00	42.06	8.41
Student 37	19	61	61.66	61.66	61.66	12.33
Student 38	3	70	98.36	98.36	98.36	19.67
Student 39	42	62	29.36	62.00	62.00	12.40
Student 40	17	59	61.66	61.66	61.66	12.33
Student 41	41	80	57.25	80.00	80.00	16.00
Student 42	26	59	48.44	59.00	59.00	11.80
Student 43	24	95	100.00	100.00	100.00	20.00
Student 44	41	71	44.04	71.00	71.00	14.20
Student 45	20	84	93.95	93.95	93.95	18.79
Student 46	23	71	70.46	71.00	71.00	14.20
Student 47	28	54	38.17	54.00	54.00	10.80
Student 48	23	77	79.27	79.27	79.27	15.85
Student 49	50	65	22.02	65.00	65.00	13.00
Student 50	26	53	39.64	53.00	53.00	10.60
Student 51	4	84	100.00	100.00	100.00	20.00
Student 52	43	79	52.85	79.00	79.00	15.80
Student 53	11	79	99.82	99.82	99.82	19.96
Student 54	1	66	95.42	95.42	95.42	19.08
Student 55	8	61	77.80	77.80	77.80	15.56
Student 56	0	53	77.80	77.80	77.80	15.56
Student 57	17	46	42.57	46.00	46.00	9.20
Student 58	20	86	96.89	96.89	96.89	19.38
Student 59	36	90	79.27	90.00	90.00	18.00
Student 60	1	48	69.00	69.00	69.00	13.80
Student 61	27	48	30.83	48.00	48.00	9.60
Student 62	29	46	24.96	46.00	46.00	9.20
Student 63	37	93	82.21	93.00	93.00	18.60

Student 64	45	71	38.17	71.00	71.00	14.20
Student 65	28	100	100.00	100.00	100.00	20.00
Student 66	27	81	79.27	81.00	81.00	16.20
Student 67	9	95	100.00	100.00	100.00	20.00
Student 68	36	76	58.72	76.00	76.00	15.20
Student 69	8	73	95.42	95.42	95.42	19.08
Student 70	19	61	61.66	61.66	61.66	12.33
Student 71	23	95	100.00	100.00	100.00	20.00
Student 72	2	97	100.00	100.00	100.00	20.00
Student 73	30	72	61.66	72.00	72.00	14.40
Student 74	34	87	77.80	87.00	87.00	17.40
Student 75	7	53	67.53	67.53	67.53	13.51

Final Score: This score adjusts the "Larger of Achievement or Growth" score to accommodate for excessive drops from the pretest to post test.

Points Per Student: This score places the final score onto a 20 point scale.

<u>The Process for Administrators:</u>

The superintendent and administrator will collaboratively complete the professional growth goal setting process that will be used to obtain the 20 points of the state growth or comparable measures component of the administrator' s APPR (eventually 25 points).

1. Look at the previous year's results of assessments (local and state) that apply under the responsibility of the administrator.
2. Determine areas of focus (building/district goals).
3. Create up to two (2) SLO's/SMART goals based on locally selected measures of student achievement or growth.
4. Determine benchmark/targets for each goal.
5. Collaboratively determine the weight that each goal will have towards the calculation of the 20 points for the final State Growth Component as defined on the SLO/SMART Goal Template. This score will the convert to the NY State developed HEDI scoring ranges.
6. The administrator will provide two quarterly narratives of progress and provide student achievement data to support their summary. A final report will be submitted at least three (3) weeks prior to their summative review conference in order to determine the final local assessment component HEDI score.
7. The points achieved for all teachers under their direct supervision will be averaged to come up with a HEDI state growth or comparable measures component.

Principals/administrators will receive points based on the students' performance on the assessments as determined by the State Education Department. Options for calculating the State Growth Component score for principals/administrators:

a) Result of student growth as applied to State assessments
b) If the principal/administrator is not covered by a State-provided growth measure, the principal/administrator must complete a Student Learning Objective with one of the following options (or a combination of them): student growth on state assessment(s); student growth on district administered state approved 3rd party assessments; and/or student growth on district, regional or BOCES-developed assessments provided that the District verifies comparability and rigor.

To convert the percentage of students' proficient the HEDI scoring ranges for Teachers and principals/administrators (in cases where we can't average the student points as calculated on our State Growth Comparable Measure Distribution of Points Form, see pages 30 and 62, within the principal's/administrators building) will be:

96-100=20	89=17	83-84=14	78-79=11	73-74=8	65-66=5	40-59=2
91-95=19	87-88=16	82=13	77=10	70-72=7	62-64=4	20-39=1
90=18	85-86=15	80-81=12	75-76=9	67-69=6	60-61=3	0-19=0

Appendix M
HEDI Scoring

What is State-determined?

- Scoring bands for Growth and Local subcomponents, and for Composite Score to determine an educator's rating category of Highly Effective, Effective, Developing and Ineffective (HEDI).
- Process for assigning points to educators for the State Growth or Other Comparable Measures Subcomponent. (Districts will determine the points assigned to educators with Student Learning Objectives in this subcomponent, following State guidance).

What is Locally-established through negotiations?

- Scoring bands for the "Other measures of Effectiveness" (60 point) subcomponent
- The process for assigning points in the Locally-selected Measures and the "Other Measures" subcomponents.
- The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents must be transparent and available to those being rated before the beginning of each school year.
- The assignment of points in each subcomponent must ensure it is possible for an educator to obtain any of the available points (including 0) in the subcomponents and rating categories.
- Districts and collective bargaining units, where one exists, must certify that the process for assigning points will use the narrative descriptions below to effectively differentiate educators' performance in ways that improve student learning and instruction.

Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader standards)
Highly	Results are well-above	Results are well-above	Overall performance and

Effective	state average for similar students (or District goals if no state test).	District or BOCES - adopted expectations for growth or achievement of student learning standards for grade/subject.	results exceed 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 of student learning standards for grade/subject.	Overall performance and results meet 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 of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet 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 of student learning standards for grade/subject.	Overall performance and results do not meet standards.

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

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

2012-13 Where there is no Value Added Measure	State Growth or Comparable Measures	Locally selected Measures of Growth or Achievement	Other Measures of Effectiveness (60 points)	Raw Total Score Range
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	63-88
Developing	3-8	3-8	50-56	45-60
Ineffective	0-2	0-2	0-49	0-42

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 Measure Applies	State Growth or Comparable Measures	Locally selected Measures of Growth or Achievement	Other Measures of Effectiveness (60 points)	Raw Total Score Range
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	63-88
Developing	3-9	3-7	50-56	45-60
Ineffective	0-2	0-2	0-49	0-42

Appendix D
Local Achievement Component

Background:

In accordance with Chapter 103 of the Laws of 2010, all state tested subjects will offer a local assessment in addition to the state provided assessment. These locally selected measures must provide rich student achievement data that informs instruction and improves student learning for all students.

The term "assessment(s)" pertains not only to "tests," but may include other forms of assessment that relate to student achievement. These assessments should measure growth over one or more points in time. The 20% (15% after value added score is developed by NYSED) must include multiple assessments.

Multiple-measure systems will give PLC Teams and individual teacher's richer student achievement data that will inform instruction and improve student learning. They will also improve the accuracy and stability of teachers' evaluations by reducing reliance on any single measure of a teacher's performance. This local option should be aligned with NY State Common Core Standards, meet statewide criteria, and consist of multiple measures of student performance such as:

- Criterion referenced test
- Summative assessments
- Performance assessments
- Portfolio or student work
- Curriculum based assessments
- Formative assessments
- Norm referenced test

Local Assessments may come from:

- State assessments, Regents examination and/or Regent-equivalent assessments (3rd – 8th grade Mathematics and ELA assessments for example) provided that they are **different than** the measure used for the State Growth component. These include:
    - Teacher-specific change in percentage of students who achieve a specified level of performance on State assessments *(e.g. 3% point increase in number of students earning the proficient level 3 or better on the 7th grade State Math test compared to those same students' performance on the 6th grade State Math test)*
    - Teacher-specific growth computed by the State based on percentage of students who achieve a State-determined level of growth (*e.g. percentage of students whose growth is at least average for similar students)*
    - Other teacher-specific growth or achievement measure using State assessments, Regents examinations and/or department approved alternative examinations computed in a manner determined locally
- District, regional or BOCES-developed assessments provided that the district or BOCES verifies comparability and rigor.
- School-wide growth or achievement results based on:
    - State-provided school-wide growth score for all students in a classroom or school taking the State ELA or Math assessment in grades 4-8.
    - Locally-computed measure based on State assessment for which the District or BOCES verifies comparability or rigor.
- List of State-approved 3rd party, State or Regent-equivalent assessments.

- Student Learning Objectives.
    - Used with any State, State-approved, or District, regional, or BOCES-developed assessment provided that the District or BOCES verifies comparability or rigor.
    - These measures must be **different than** the measures used with Student Learning Objectives as a Comparable Growth measure in the State Growth Subcomponent.

The Process for all teachers and principals/administrators:

The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district.

How the Local Achievement Score will be Calculated:

Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.

Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator.

The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)

The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):

Ineffective	0-2
Developing	3-11
Effective	12-17
Highly Effective	18-20

15 Point Scale

Growth in Proficiency	Points For Local Measure
1.0 plus	15
.95	15
.9	14
.85	13
.8	13
.75	12
.7	12
.65	11
.6	11
.55	10
.5	9
.45	8
.4	7
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

20 Point Scale

Growth in Proficiency	Points For Local Measure
1.0 plus	20
.95	19
.9	18
.85	17
.8	16
.75	15
.7	14
.65	13
.6	12
.55	11
.5	10
.45	9
.4	8
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

This model allows our local achievement component to easily meet the following definitions:

- **Content-Rich:** This is based on a template to determine rigor and indicators of higher-order thinking.
- **Rigorous:** This is based on a template to determine rigor and indicators of higher-order thinking.
- **Curriculum Aligned:** Alignment determined by comparison with "Common Core" or content standards.
- **Assessed Authentically:** Standards-based processes are developed and utilized by teachers or contracted professionals
- **Reliable:** Assessments are determined to be consistent across classrooms and overtime through rubric use and analysis.
- **Valid:** Assessments are determined to measure what is intended to be measured through standards alignment analysis and other measures.
- **Inter-rater Reliability**: Those scoring are trained and deemed proficient in scoring.

- Test Integrity: The District will ensure that no teacher shall score or administer any examination where the teacher has a vested outcome in the results of that examination (used to determine the teacher's composite score or any part thereof). The District will house assessments in a secure location until the time when the assessment will be administered to students. To the extent possible, local assessments will be regionally developed.

This process helps to promote the goals of a Professional Learning Community (PLC) as defined by Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many in Learning by Doing: A Handbook for Professional Learning Communities at Work:

- A Focus on Learning;
- A Collaborative Culture With a Focus on Learning for All;
- Collective Inquiry Into Best Practice and Current Reality;
- Action Orientation: Learning by Doing;
- A Commitment to Continuous Improvement; and,
- A Results Orientation.

They further define the collaboration as a systematic process in which teachers [and administrators] work together interdependently in order to impact their classrooms [and the entire school] in ways that will lead to better results for their students, for their team, and for their school. (DuFour, DuFour, Eaker, Many) our method of determining a Local Achievement Score for all teachers and principals/administrators links the importance of student proficiency at all grade levels to the ultimate goal of improved graduation. Further, it links all staff in a collaborative goal to improve student proficiency on all state assessments and to improve our rate of students receiving Local and Regents diplomas (or higher).

Appendix M
HEDI Scoring

What is State-determined?

- Scoring bands for Growth and Local subcomponents, and for Composite Score to determine an educator's rating category of Highly Effective, Effective, Developing and Ineffective (HEDI).
- Process for assigning points to educators for the State Growth or Other Comparable Measures Subcomponent. (Districts will determine the points assigned to educators with Student Learning Objectives in this subcomponent, following State guidance).

What is Locally-established through negotiations?

- Scoring bands for the "Other measures of Effectiveness" (60 point) subcomponent
- The process for assigning points in the Locally-selected Measures and the "Other Measures" subcomponents.

- The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents must be transparent and available to those being rated before the beginning of each school year.
- The assignment of points in each subcomponent must ensure it is possible for an educator to obtain any of the available points (including 0) in the subcomponents and rating categories.
- Districts and collective bargaining units, where one exists, must certify that the process for assigning points will use the narrative descriptions below to effectively differentiate educators' performance in ways that improve student learning and instruction.

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 of student learning standards for grade/subject.	Overall performance and results exceed 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 of student learning standards for grade/subject.	Overall performance and results meet 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 of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet 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 of student learning standards for grade/subject.	Overall performance and results do not meet standards.

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

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

2012-13 Where there is no Value	State Growth or Comparable Measures	Locally selected Measures of	Other Measures of Effectiveness	Raw Total Score Range

Added Measure		Growth or Achievement	(60 points)	
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	63-88
Developing	3-8	3-8	50-56	45-60
Ineffective	0-2	0-2	0-49	0-42

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 Measure Applies	State Growth or Comparable Measures	Locally selected Measures of Growth or Achievement	Other Measures of Effectiveness (60 points)	Raw Total Score Range
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	63-88
Developing	3-9	3-7	50-56	45-60
Ineffective	0-2	0-2	0-49	0-42

Appendix D
Local Achievement Component

Background:

In accordance with Chapter 103 of the Laws of 2010, all state tested subjects will offer a local assessment in addition to the state provided assessment. These locally selected measures must provide rich student achievement data that informs instruction and improves student learning for all students.

The term "assessment(s)" pertains not only to "tests," but may include other forms of assessment that relate to student achievement. These assessments should measure growth over one or more points in time. The 20% (15% after value added score is developed by NYSED) must include multiple assessments.

Multiple-measure systems will give PLC Teams and individual teacher's richer student achievement data that will inform instruction and improve student learning. They will also improve the accuracy and stability of teachers' evaluations by reducing reliance on any single measure of a teacher's performance. This local option should be aligned with NY State Common Core Standards, meet statewide criteria, and consist of multiple measures of student performance such as:

- Criterion referenced test
- Summative assessments
- Performance assessments
- Portfolio or student work
- Curriculum based assessments
- Formative assessments
- Norm referenced test

Local Assessments may come from:

- State assessments, Regents examination and/or Regent-equivalent assessments (3rd – 8th grade Mathematics and ELA assessments for example) provided that they are **different than** the measure used for the State Growth component. These include:
    - Teacher-specific change in percentage of students who achieve a specified level of performance on State assessments *(e.g. 3% point increase in number of students earning the proficient level 3 or better on the 7th grade State Math test compared to those same students' performance on the 6th grade State Math test)*
    - Teacher-specific growth computed by the State based on percentage of students who achieve a State-determined level of growth (*e.g. percentage of students whose growth is at least average for similar students)*
    - Other teacher-specific growth or achievement measure using State assessments, Regents examinations and/or department approved alternative examinations computed in a manner determined locally
- District, regional or BOCES-developed assessments provided that the district or BOCES verifies comparability and rigor.
- School-wide growth or achievement results based on:
    - State-provided school-wide growth score for all students in a classroom or school taking the State ELA or Math assessment in grades 4-8.
    - Locally-computed measure based on State assessment for which the District or BOCES verifies comparability or rigor.
- List of State-approved 3rd party, State or Regent-equivalent assessments.

- Student Learning Objectives.
    - Used with any State, State-approved, or District, regional, or BOCES-developed assessment provided that the District or BOCES verifies comparability or rigor.
    - These measures must be **different than** the measures used with Student Learning Objectives as a Comparable Growth measure in the State Growth Subcomponent.

The Process for all teachers and principals/administrators:

The Unadilla Valley Central School has chosen to use state assessments and equivalent state assessments in a different way. We will look specifically at the number of students scoring in the proficient range on all state assessments or equivalent state assessments for those subjects and grade levels without a state assessment. The District wide goal will be based on increase in percent of students proficient on all state assessments and their district approved equivalent in grades Pre K-8, the percent of students proficient on all Regents examinations and the district approved equivalent taken in grades 9-12, and the percent of students receiving Local and Regents diplomas (or higher) in the cohort after 5 years. The results will be averaged together to create one Local Achievement Score for all teachers and principals/administrators in the district.

How the Local Achievement Score will be Calculated:

Weighted average: The number of students proficient on a state assessment or Regents examination divided by the number of students taking that state assessment or Regents examination multiplied by 100%. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this.

Measurement: (Current year weighted average) – (Prior year's weighted average) = Growth. Add up all the Growth numbers and divide by the number of state assessments, including the growth in 5 year graduation rate. Then multiply by 100 and use the conversion charts below to find the appropriate local Achievement Component Score for every teacher and administrator.

The Point Scale will be evaluated annually and may be further modified if significant adjustments are made at the State level to exam content, format or scales. (15 point scale is for use when value added scores are available for the State measure and the 20 point scale is for use when value added scores are not available for the State measure)

The HEDI scoring ranges will be (until the State converts the Local Achievement Component to a 15 point scale):

Ineffective	0-2
Developing	3-11
Effective	12-17
Highly Effective	18-20

15 Point Scale

Growth in Proficiency	Points For Local Measure
1.0 plus	15
.95	15
.9	14
.85	13
.8	13
.75	12
.7	12
.65	11
.6	11
.55	10
.5	9
.45	8
.4	7
.35	7
.3	6
.25	5
.2	4
.15	3
.1	2
.05	1
0 or negative	0

20 Point Scale

Growth in Proficiency	Points For Local Measure
1.0 plus	20
.95	19
.9	18
.85	17
.8	16
.75	15
.7	14
.65	13
.6	12
.55	11
.5	10
.45	9
.4	8
.35	7
.3	6
.25	5
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This process helps to promote the goals of a Professional Learning Community (PLC) as defined by Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many in Learning by Doing: A Handbook for Professional Learning Communities at Work:

- A Focus on Learning;
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For 2012-13 for educators for whom there is an approved Value-Added measure for student growth the scoring ranges will be:

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Developing	3-9	3-7	50-56	45-60
Ineffective	0-2	0-2	0-49	0-42

Appendix F
Teacher and Principal Practice Rubrics

The following process will be used to complete the 60% review for teachers:

Teacher Roles:

- Laser-like focus on learning and use of achievement data to build a culture of continuous improvement.
- Spend as much time as possible engaging students in rigorous and rich learning opportunities using research based practices.
- Collaborate professionally with their peers working interdependently toward a common goal aimed at improving learning and student achievement.
- Use data from formative, benchmark, and summative assessments as well as progress monitoring assessments to guide improvements in learning.
- Participate in professional development which leads to improved student learning and achievement.

Evaluation Requirements: (based on the New York State Teacher and Principal Evaluation 2012-13 and beyond Summary of Revised APPR Provisions April 2012)

- The use of multiple measures of teacher performance
- At least a majority of the 60 points shall be based on multiple (at least 2) classroom observations by principal, or other trained administrator, at least one of which must be unannounced:
    - Observations may be conducted in person or using video
- Any remaining points shall be allocated to one or more of the following and assessed using the practice rubric:
    - Observation(s) by trained evaluators independent of school
    - Observations by trained in-school peer teachers
    - Feedback from students and/or parents using State-approved survey tools
    - Structured review of lesson plans, student portfolios and/or other teacher artifacts
- Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year.

Timelines & Procedures:

1. **Full year teacher schedule:**

   June

   SMART Goal/SLO drafted and submitted to principal.

   September to October

   Up to two (2) classroom walk-throughs will be completed by an administrator.

   October to Early November

   The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This list of action steps may change as the year progresses based on completion as compared with student achievement data collected.

October to August

The teacher will attend targeted professional development focused around the established professional growth goals.

November to January

Up to two (2) classroom walk-throughs will be completed by an administrator.

February to May

Two (2) classroom walk-throughs or an extended observation will be completed by an administrator.

June to August

An administrator will complete a summative review and hold a summative meeting with the teacher. This will be inclusive of the state and local assessment components as well as the Marzano Causal Teacher Evaluation rubric used to generate the Other Measures component.

2. Semestered teacher schedule timeline:

June

SMART Goal/SLO for first semester drafted and submitted to principal.

September

Up to two (2) classroom walk-throughs will be completed by an administrator.

October

The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This list of action steps may change as the year progresses based on completion as compared with student achievement data collected.

November

SMART Goal/SLO for second semester drafted and submitted to principal.

October to January

- The teacher will attend targeted professional development focused around the established professional growth goals.
- Two (2) classroom walk-throughs or up to 2 observations will be completed by an administrator.

February

Up to two (2) classroom walk-throughs or an extended observation will be completed by an administrator.

March

The teacher and administrator have a professional growth action step setting conference (replaces the pre-observation conference) to establish action steps to work toward the completion of their SMART Goal/SLO. This

list of action steps may change as the year progresses based on completion as compared with student achievement data collected.

March to June

- The teacher will attend targeted professional development focused around the established professional growth goals.
- Two (2) classroom walk-throughs or up to 2 observations will be completed by an administrator.

June to August

An administrator will complete a summative review and hold a summative meeting with the teacher. This will be inclusive of the state and local assessment components as well as the Marzano Causal Teacher Evaluation rubric used to generate the Other Measures component.

The District will use the Marzano Causal Teacher Evaluation Model Rubric. Because each element of the agreed upon rubric lists very specific teacher and/or student evidence that should be observable or reviewable by the principal/administrator all 60 points will be awarded through the use of the rubric. This includes the walk-through/observation process, Evidence/Artifact review [see Marzano Causal Teacher Evaluation Model Rubric and appendix J], application of targeted professional development to teacher practice, and other items collaboratively agreed upon by the teacher and administrator in the growth plan meeting. For the purposes of identifying a HEDI rating the following conversion will be used:

Conversion to the New York State Ratings Categories

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Marzano Causal Evaluation Model Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

The following steps outline the process used to calculate status score. The Status Score aggregates teachers' ratings across all observed elements within the framework to result in a score.

1. Using the Domain Forms, rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0).
2. Count the number of ratings at each level for each of the four domains
3. For each domain, determine the percentage of the total each level represents (this process is automated in a spreadsheet)
4. For each domain, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on teacher's experience level). This is a domain proficiency score and will be a number between 1 and 4.
5. Using the four domain frequency scores, compute the weighted average to obtain the Status Score. The 3 Category Proficiency Scales can be used to determine a numerical value that represents a proficiency score for each domain. Each domain can be weighted to obtain an overall Status Score. The district will use the following weight for each domain:

    a. Domain 1: 68%, 41 Elements
    b. Domain 2: 14%, 8 Elements
    c. Domain 3: 8%, 5 Elements
    d. Domain 4: 10%, 6 Elements

This weighting system distinguishes the Marzano Causal Evaluation Model from traditional evaluation models in that Domain 1 carries the most weight as these strategies are directly related to student learning. Additionally, the most emphasis is placed on the domain proven by research to have the most direct, CAUSAL impact on student achievement.

The weighted average of the 4 domain proficiency scores will result in a single number that can be translated into the following final scale:

a. Highly Effective (3.5 – 4.0)
b. Effective (2.5 – 3.4)
c. Developing (1.5 – 2.4)
d. Ineffective (1.0 – 1.4)

The Instructional Practice Score reflects teachers' performance across all elements within the framework (Domains 1-4) and accounts for teachers' experience levels. Further it assigns weight to the domain with the greatest impact on student achievement (Domain 1) and acknowledges teachers' focus on deliberate practice by measuring teacher improvement over time on specific elements within the framework.

The four category ratings are identical to the categories New York State has adopted. The levels used for each domain element are: Highly Effective, Effective, Developing, and Ineffective.

Background Information (Principal/Instructional Administrator Evaluation)

The following process will be used to complete the point other measures component for administrators:

Principal/Administrator Roles:

- Laser-like focus on teaching and learning and use of achievement data to build a culture of continuous improvement.
- Spend as much time as possible in classrooms to collect evidence and artifacts of effective practice.
- Collaborate professionally with teachers about their performance to work interdependently toward a common goal aimed at improving learning and student achievement.
- Use data from formative, benchmark, and summative assessments as well as progress monitoring assessments to guide improvements in teaching and learning.
- Participate in professional development which leads to improved leadership, teacher efficacy, student learning, and student achievement.

Evaluation Requirements: (based on the New York State Teacher and Principal Evaluation 2012-13 and beyond Summary of Revised APPR Provisions April 2012)

- The use of multiple measures of principal/administrator performance
- At least a majority of the 60 points shall be based on supervisor's broad assessment of principal leadership and management actions based on the practice rubric:
    - Must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be unannounced
    - Must include at least two other sources of evidence from the following options: structured feedback from constituencies including: teachers, students, and/or families using a State-approved tool; review of school documents, records, and/or State accountability processes
- Any remaining points shall be assigned based on results of one or more ambitious and measureable goals set collaboratively with supervisors:

- At least one goal must address the principal's/administrator's contribution to improving teacher effectiveness, based on 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/administrator on specific teacher effectiveness standards in the practice rubric
- Any other goals shall address quantifiable and verifiable improvements in academic results or the schools learning environment (e.g. student or teacher attendance)

- Any remaining leadership standards not addressed in the assessment of the principal's/administrator's leadership and management actions must be assessed at least once a year.

Timelines & Procedures:

July to August

The administrator and supervisor have a professional growth goal setting conference (replaces the pre-observation conference) to establish professional growth goals for the year (the supervisor will establish two (2) goals for the administrator and the administrator will establish two (2) goals).

July to May

The administrator will attend targeted professional development focused around the established professional growth goals.

October to February

Up to two (2) building walk-throughs will be completed by the supervisor.

October

Supervisor will complete the Marzano School Leadership/Administrator Evaluation rubric for the administrator.

March

Supervisor will complete the Marzano School Leadership/Administrator Evaluation rubric for the administrator.

April to August

Up to two (2) building walk-throughs will be completed by the supervisor.

June to August

The supervisor will complete a summative review and hold a summative meeting with the administrator. This will be inclusive of the state and local assessment components as well as the principal practice rubric component.

The District will use the Marzano School Leadership/Administrator Evaluation Rubric. Because each element of the agreed upon rubric lists very specific principal/administrator and/or student evidence that should be observable or reviewable by the supervisor all 60 points will be awarded through the use of the rubric. This includes the walk-through/observation process, Evidence/Artifact review [see Marzano School Administrator Evaluation Rubric and appendix J], application of targeted professional development to principal/administrator practice, and other items collaboratively agreed upon by the principal/administrator and supervisor in the growth plan meeting. For the purposes of identifying a HEDI rating the following conversion will be used:

Conversion to the New York State Ratings Categories

The principal's/administrator's status score reflects his/her overall understanding and application of the Marzano School Leadership/Administrator Evaluation Rubric Five Domains: Domain 1: A Data-Driven Focus on Student Achievement; Domain 2: Continuous Improvement of Instruction; Domain 3: A Guaranteed and Viable Curriculum; Domain 4: Cooperation and Collaboration; Domain 5: School Climate.

The following steps outline the process used to calculate status score. The Status Score aggregates teachers' ratings across all observed elements within the framework to result in a score.

1. Using the Domain Forms, rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), and Not Using (0).
2. Count the number of ratings at each level for each of the five domains
3. For each domain, determine the percentage of the total each level represents (this process is automated in a spreadsheet)
4. For each domain, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on principal's/administrator's experience level). This is a domain proficiency score and will be a number between 1 and 4.
5. Using the five domain frequency scores, compute the weighted average to obtain the Status Score. The 3 Category Proficiency Scales can be used to determine a numerical value that represents a proficiency score for each domain. Each domain can be weighted to obtain an overall Status Score. The district will use the following weight for each domain:

    a. Domain 1: 20%
    b. Domain 2: 30%
    c. Domain 3: 15%
    d. Domain 4: 20%
    e. Domain 5: 15%

The weighted average of the 4 domain proficiency scores will result in a single number that can be translated into the following final scale:

a. Highly Effective (3.5 – 4.0)
b. Effective (2.5 – 3.4)
c. Developing (1.5 – 2.4)
d. Ineffective (1.0 – 1.4)

The Instructional Practice Score reflects principals'/administrators' performance across all elements within the framework (Domains 1-5) and accounts for principals'/administrators' experience levels. Further it assigns weight to the domains with the greatest impact on student achievement (Domains 2 & 4) and acknowledges principals'/administrators' focus on deliberate practice by measuring principal/administrator improvement over time on specific elements within the framework.

The four category ratings are identical to the categories New York State has adopted. The levels used for each domain element are: Highly Effective, Effective, Developing, and Ineffective.

Conversion Chart to the New York State Ratings Categories to be Used for Teachers and Principals/Administrators

All of the elements rated on the scale of 1-4 throughout the school year will be averaged together to create a final score for each teacher and administrator ranging from 1-4. That number will serve as the raw score for the 0-60 points available and the following chart will be used to convert that score to a 0-60 point scale to determine the HEDI score (Highly Effective, Effective, Developing, & Ineffective) for the "Other Measures Component".

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30

1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6

3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Appendix H
Teacher and Administrator Improvement Plans

Upon receiving a rating of "developing" or "ineffective", a teacher and administrator shall be provided with an Improvement Plan (IP). The IP shall be provided as soon as practicable, but in no case later than ten (10) days after the date on which teachers are required to report prior to the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of an IP is the improvement of teaching or leadership practice and that the issuance of an IP is not a disciplinary action. The IP shall be developed in consultation with the teacher or administrator and Association representation shall be afforded at their request. The teacher or administrator shall be advised of his/her right to such representation. The Association president shall be timely informed whenever a teacher or administrator is placed on an IP.

An IP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher or administrator must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher or administrator. A teacher or administrator with a developing rating can request a mentor. If they receive a developing rating two (2) years in a row the District can assign a mentor. The District can assign any teacher or administrator who receives an ineffective rating a mentor.

After the IP is in place, the teacher or administrator, their supervisor, their mentor (if one has been requested or assigned) and an Association representative (if requested by the teacher or administrator) shall meet, according to the schedule identified in the IP, to assess the effectiveness and appropriateness of the IP, for the purpose of assisting the teacher or administrator achieve the goals set forth in the IP. The IP may be modified accordingly based on these assessment meetings.

Improvement Plan forms can be found in appendix J.

Appendix I
Teacher and Principal Appeal Process

Appeals Purpose

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force.

1. The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's or principal/administrator's annual professional performance review. The procedures contained herein are not available to probationary teachers.
2. The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's or principal/administrator's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.
3. This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) A tenured teacher or principal/administrator who receives a rating of “ineffective” or “developing” may appeal his or her performance review. Ratings of “highly effective” or “effective” cannot be appealed.

(2) A teacher or principal/administrator may appeal only the substance of his or her performance review, the school district’s adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

(3) A teacher or principal/administrator may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a teacher or principal/administrator performance review must be received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the teacher/principal receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher’s or principal/administrator’s right to appeal that performance review.

(5) An appeal committee will be convened consisting of two (2) administrators designated by the Superintendent and two (2) teachers designated by the Association President. The appeal committee shall be flexible and determined on a case by case basis. The appeal committee shall meet outside of the teacher’s or principal/administrator’s regular work day and no member of the committee shall receive additional compensation.

(6) Under this appeals process the teacher or principal/administrator has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(7) A teacher or principal/administrator wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(8) Generally, the appeal committee will meet within fifteen (15) calendar days of the Superintendent’s receipt of an appeal to hear the appeal.

(9) The appeal committee shall issue a written decision on the merits of the appeal no later than ten (10) calendar days from the date the appeal hearing ends.

(10) If a majority of the appeal committee dismissed the appeal, the teacher’s or principal/administrator’s score and evaluation shall remain unchanged and the appeal process shall end.

(11) If a majority of the committee sustains the appeal, the appeal shall be forwarded to the Superintendent to review the appeal for a final determination. The Superintendent shall not conduct formal observations of tenured teachers under this APPR. The Superintendent may continue to conduct formal observations of probationary teachers and walkthrough observations of all teachers. The Superintendent may serve as the appeal officer even if he/she conducted a walkthrough of a tenured teacher or principal/administrator.

If the Superintendent sustains the appeal he/she shall issue an appropriate remedy. If the Superintendent dismisses or denies the appeal, the teachers or principal/administrators score and evaluation shall remain unchanged and the appeal process shall end. The Superintendent's decision shall be final and binding and may not be reviewed or appealed further.

A tenured principal/administrator can request that a Superintendent from a neighboring school district using the same leadership practice rubric review the decision of the Unadilla Valley Central School District Superintendent before it is final if he/she was the lead evaluator who performed the principal/administrator's evaluation.

The Superintendent shall issue a written decision on the appeal no later than ten (10) calendar days from the date the appeal was received from the appeal committee.

(12) The teacher's or principal/administrator's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

Improvement Plan

_____ Teacher/Administrator

_____ Composite Score

_____ Subject/Grade/Building/Area

_____ Score Breakdown

_____ Supervisor

Date(s): Preconference:
Observations/Walk-throughs:

Coaching/Mentoring:

Professional Development:

Differentiated Activities to Support Improvement

Standards Chosen for Further Development	Action(s) to be Taken	Supervisor's Responsibilities	Teacher's or Administrator's Responsibilities	Timeline for achieving improvement	The Manner in which Improvement will be Assessed	Progress Documentation

Mentor Requested or Assigned: __yes __no

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Representative/Witness Signature: _____ Date: _____

Or Teacher's Signature Waiving Representation: _____ Date: _____

APPR Appeals Challenge Form

Teacher _____

Grade/Subject _____

Evaluator _____

Date _____

Grounds for an Appeal:

Indicate the grounds for the appeal, (no more than **one** category may be challenged for each—administrator or teacher—overall summative evaluation rating). Any grounds not raised at the time the appeal is filed shall be deemed waived.

☐ The substance of the annual professional performance review;
☐ The district's failure to adhere to the standards and methodologies required for the APPR, pursuant to *Education Law* §3012-c and applicable rules and regulations;
☐ The district's failure to comply with applicable locally negotiated procedures;
☐ The district's failure to issue and/or implement the terms of the teacher improvement plan (TIP), as required under *Education Law* §3012-c;
☐ Only an Ineffective or Developing rating can be appealed.

Statement of Grievance and Supporting Documentation

Attach a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Include all supporting documentation, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

Date _____ Principal's or Teacher's Signature _____

Evaluator's Response

Attach written findings

Date _____ Evaluator's Signature _____

Superintendent's Response (if necessary)

Attach written findings

Date _____ Superintendent's Signature _____

Principal or Teacher Review of Final Decision

Date _____ Principal's or Teacher's Signature _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Appendix H
Teacher and Administrator Improvement Plans

Upon receiving a rating of "developing" or "ineffective", a teacher and administrator shall be provided with an Improvement Plan (IP). The IP shall be provided as soon as practicable, but in no case later than ten (10) days after the date on which teachers are required to report prior to the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of an IP is the improvement of teaching or leadership practice and that the issuance of an IP is not a disciplinary action. The IP shall be developed in consultation with the teacher or administrator and Association representation shall be afforded at their request. The teacher or administrator shall be advised of his/her right to such representation. The Association president shall be timely informed whenever a teacher or administrator is placed on an IP.

An IP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher or administrator must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher or administrator. A teacher or administrator with a developing rating can request a mentor. If they receive a developing rating two (2) years in a row the District can assign a mentor. The District can assign any teacher or administrator who receives an ineffective rating a mentor.

After the IP is in place, the teacher or administrator, their supervisor, their mentor (if one has been requested or assigned) and an Association representative (if requested by the teacher or administrator) shall meet, according to the schedule identified in the IP, to assess the effectiveness and appropriateness of the IP, for the purpose of assisting the teacher or administrator achieve the goals set forth in the IP. The IP may be modified accordingly based on these assessment meetings.

Improvement Plan forms can be found in appendix J.

Appendix I
Teacher and Principal Appeal Process

Appeals Purpose

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force.

1. The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's or principal/administrator's annual professional performance review. The procedures contained herein are not available to probationary teachers.
2. The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's or principal/administrator's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.
3. This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) A tenured teacher or principal/administrator who receives a rating of “ineffective” or “developing” may appeal his or her performance review. Ratings of “highly effective” or “effective” cannot be appealed.

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(3) A teacher or principal/administrator may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a teacher or principal/administrator performance review must be received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the teacher/principal receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher’s or principal/administrator’s right to appeal that performance review.

(5) An appeal committee will be convened consisting of two (2) administrators designated by the Superintendent and two (2) teachers designated by the Association President. The appeal committee shall be flexible and determined on a case by case basis. The appeal committee shall meet outside of the teacher’s or principal/administrator’s regular work day and no member of the committee shall receive additional compensation.

(6) Under this appeals process the teacher or principal/administrator has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(7) A teacher or principal/administrator wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(8) Generally, the appeal committee will meet within fifteen (15) calendar days of the Superintendent’s receipt of an appeal to hear the appeal.

(9) The appeal committee shall issue a written decision on the merits of the appeal no later than ten (10) calendar days from the date the appeal hearing ends.

(10) If a majority of the appeal committee dismissed the appeal, the teacher’s or principal/administrator’s score and evaluation shall remain unchanged and the appeal process shall end.

(11) If a majority of the committee sustains the appeal, the appeal shall be forwarded to the Superintendent to review the appeal for a final determination. The Superintendent shall not conduct formal observations of tenured teachers under this APPR. The Superintendent may continue to conduct formal observations of probationary teachers and walkthrough observations of all teachers. The Superintendent may serve as the appeal officer even if he/she conducted a walkthrough of a tenured teacher or principal/administrator.

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The Superintendent shall issue a written decision on the appeal no later than ten (10) calendar days from the date the appeal was received from the appeal committee.

(12) The teacher's or principal/administrator's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

Improvement Plan

_____ Teacher/Administrator

_____ Composite Score

_____ Subject/Grade/Building/Area

_____ Score Breakdown

_____ Supervisor

Date(s): Preconference:
Observations/Walk-throughs:

Coaching/Mentoring:

Professional Development:

Differentiated Activities to Support Improvement

Standards Chosen for Further Development	Action(s) to be Taken	Supervisor's Responsibilities	Teacher's or Administrator's Responsibilities	Timeline for achieving improvement	The Manner in which Improvement will be Assessed	Progress Documentation

Mentor Requested or Assigned: __yes __no

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Representative/Witness Signature: _____ Date: _____

Or Teacher's Signature Waiving Representation: _____ Date: _____

APPR Appeals Challenge Form

Teacher _____

Grade/Subject _____

Evaluator _____

Date _____

Grounds for an Appeal:

Indicate the grounds for the appeal, (no more than **one** category may be challenged for each—administrator or teacher—overall summative evaluation rating). Any grounds not raised at the time the appeal is filed shall be deemed waived.

☐ The substance of the annual professional performance review;
☐ The district's failure to adhere to the standards and methodologies required for the APPR, pursuant to *Education Law* §3012-c and applicable rules and regulations;
☐ The district's failure to comply with applicable locally negotiated procedures;
☐ The district's failure to issue and/or implement the terms of the teacher improvement plan (TIP), as required under *Education Law* §3012-c;
☐ Only an Ineffective or Developing rating can be appealed.

Statement of Grievance and Supporting Documentation

Attach a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Include all supporting documentation, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

Date _____ Principal's or Teacher's Signature _____

Evaluator's Response

Attach written findings

Date _____ Evaluator's Signature _____

Superintendent's Response (if necessary)

Attach written findings

Date _____ Superintendent's Signature _____

Principal or Teacher Review of Final Decision

Date _____ Principal's or Teacher's Signature _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

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 the that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

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

Signatures, dates

Superintendent Signature: Date: 8/22/12

Teachers Union President Signature: Date:

8/22/12

8/22/12

Administrative Union President Signature: Date:

8/22/12

Board of Education President Signature: Date:

8/22/2012