



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 22, 2012

Dr. Brenda Myers, Superintendent
Valhalla Union Free School District
316 Columbus Avenue
Valhalla, NY 10595

Dear Superintendent Myers:

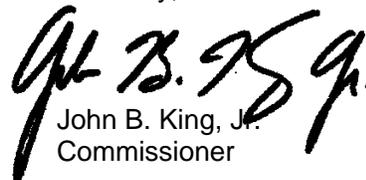
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: James T. Langlois

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Sunday, May 20, 2012

Updated Tuesday, August 14, 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 : 660805030000

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

660805030000

1.2) School District Name: VALHALLA UFSD

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

VALHALLA UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Sunday, May 20, 2012

Updated Tuesday, August 14, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Valhalla developed Performance Task for K, ELA
1	District, regional, or BOCES-developed assessment	Valhalla developed Performance Task for Grade 1, ELA
2	District, regional, or BOCES-developed assessment	Valhalla developed Performance Task for Grade 2, ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well-above achievement levels on disitric goals.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet achievement levels levels on district goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well-below achievement levels on district goals.

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	Valhalla developed Performance Task K, Math
1	District, regional, or BOCES-developed assessment	Valhalla developed Performance Task Grade 1, Math
2	District, regional, or BOCES-developed assessment	Valhalla developed Performance Task Grade 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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well-above achievement levels on disitric goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet achievement levels levels on district goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well-below achievement levels on district goals.

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	Valhalla developed Performance Task Grade 6, Science
7	District, regional or BOCES-developed assessment	Valhalla developed Performance Task Grade 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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well-above achievement levels on district goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet achievement levels on district goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well-below achievement levels on district goals.

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	Valhalla developed Performance Task Grade 6, Social Studies
7	District, regional or BOCES-developed assessment	Valhalla developed Performance Task Grade 7, Social Studies
8	District, regional or BOCES-developed assessment	Valhalla developed Performance Task Grade 8, Social Studies

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well-above achievement levels on district goals.

Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below achievement levels on district goals.

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	Valhalla developed Performance Task 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.

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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well-above achievement levels on disitric goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below achievement levels on district goals.

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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well-above achievement levels on district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below achievement levels on district goals.

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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be
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	converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well-above achievement levels on disitric goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below achievement levels on district goals.

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	Valhalla developed Performance Task Grade 9, ELA
Grade 10 ELA	District, regional or BOCES-developed assessment	Valhalla Performance Task Grade 10, ELA
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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well-above achievement levels on disitric goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below achievement levels on district goals.

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" .

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

None

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Friday, July 20, 2012

Updated Wednesday, August 15, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Terra Nova 3
5	4) State-approved 3rd party assessments	Terra Nova 3
6	4) State-approved 3rd party assessments	Terra Nova 3
7	4) State-approved 3rd party assessments	Terra Nova 3
8	4) State-approved 3rd party assessments	Terra Nova 3

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.	Every student takes the Language, Reading and Math test for Terra Nova 3. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the district and the average NCE is aligned with the 15 point
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	HEDI. (See chart) Every teacher will receive a score based on the NCE average score for the district.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted expectations for achievement for the grade level.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Terra Nova 3
5	4) State-approved 3rd party assessments	Terra Nova 3
6	4) State-approved 3rd party assessments	Terra Nova 3
7	4) State-approved 3rd party assessments	Terra Nova 3
8	4) State-approved 3rd party assessments	Terra Nova 3

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.	Every student takes the Language, Reading and Math test for Terra Nova 3. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the district and the average NCE is aligned with the 15 point HEDI. (See chart) Every teacher will receive a score based on the NCE average score for the district.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.

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

Results well-below District adopted expectations for achievement for the grade level.

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/5139/153838-rhJdBgDruP/Terra-Nova-15pts.jpg](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Terra Nova 3
1	4) State-approved 3rd party assessments	Terra Nova 3
2	4) State-approved 3rd party assessments	Terra Nova 3
3	4) State-approved 3rd party assessments	Terra Nova 3

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.	Every student takes the Language, Reading and Math test for Terra Nova. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the district and the average NCE is aligned with the 20 point HEDI. (See chart) Every teacher will receive a score based on the NCE average score for the district.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted expectations for achievement for the grade level.

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
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K	4) State-approved 3rd party assessments	Terra Nova 3
1	4) State-approved 3rd party assessments	Terra Nova 3
2	4) State-approved 3rd party assessments	Terra Nova 3
3	4) State-approved 3rd party assessments	Terra Nova 3

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.	Every student takes the Language, Reading and Math test for Terra Nova. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the district and the average NCE is aligned with the 20 point HEDI. (See chart) Every teacher will receive a score based on the NCE average score for the district.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted expectations for achievement for the grade level.

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	4) State-approved 3rd party assessments	Terra Nova 3
7	4) State-approved 3rd party assessments	Terra Nova 3
8	4) State-approved 3rd party assessments	Terra Nova 3

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.	Every student takes the Language, Reading and Math test for Terra Nova. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the district and the average NCE is aligned with the 20 point HEDI. (See chart) Every teacher will receive a score based on
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	the NCE average score for the district.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted expectations for achievement for the grade level.

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	4) State-approved 3rd party assessments	Terra Nova 3
7	4) State-approved 3rd party assessments	Terra Nova 3
8	4) State-approved 3rd party assessments	Terra Nova 3

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.	Every student takes the Language, Reading and Math test for Terra Nova. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the district and the average NCE is aligned with the 20 point HEDI. (See chart) Every teacher will receive a score based on the NCE average score for the district.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted expectations for achievement for the grade level.

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	4) State-approved 3rd party assessments	Terra Nova 3
Global 2	4) State-approved 3rd party assessments	Terra Nova 3
American History	4) State-approved 3rd party assessments	Terra Nova 3

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.	Every student takes the Language, Reading and Math test for Terra Nova. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the district and the average NCE is aligned with the 20 point HEDI. (See chart) Every teacher will receive a score based on the NCE average score for the district.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted expectations for achievement for the grade level.

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	4) State-approved 3rd party assessments	Terra Nova 3
Earth Science	4) State-approved 3rd party assessments	Terra Nova 3
Chemistry	4) State-approved 3rd party assessments	Terra Nova 3
Physics	4) State-approved 3rd party assessments	Terra Nova 3

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.	Every student takes the Language, Reading and Math test for Terra Nova. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the district and the average NCE is aligned with the 20 point HEDI. (See chart) Every teacher will receive a score based on the NCE average score for the district.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results well-below District adopted expectations for achievement for the grade level.

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	4) State-approved 3rd party assessments	Terra Nova 3
Geometry	4) State-approved 3rd party assessments	Terra Nova 3
Algebra 2	4) State-approved 3rd party assessments	Terra Nova 3

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.	Every student takes the Language, Reading and Math test for Terra Nova. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the district and the average NCE is aligned with the 20 point HEDI. (See chart) Every teacher will receive a score based on the NCE average score for the district.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted expectations for achievement for the grade level.

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	4) State-approved 3rd party assessments	Terra Nova 3
Grade 10 ELA	4) State-approved 3rd party assessments	Terra Nova 3
Grade 11 ELA	4) State-approved 3rd party assessments	Terra Nova 3

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.	Every student takes the Language, Reading and Math test for Terra Nova. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the district and the average NCE is aligned with the 20 point HEDI. (See chart) Every teacher will receive a score based on the NCE average score for the district.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted expectations for achievement for the grade level.

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/5139/153838-y92vNseFa4/Growth-Measure-revised.jpg

3.14) Locally Developed Controls

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

None

3.15) Teachers with More Than One Locally Selected Measure

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

We only have one locally-selected measure for all teachers. The reading, language and math subscores of the Terra Nova 3 are used to develop the total score for each student. Students will take the Terra Nova 3 assessment suitable to their grade level. The total score is reported as an NCE. The average NCE of all students in the district is converted to the 15 pt or 20 pt Hedi. Every teacher will receive a score based on the NCE average score for the district.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Friday, July 20, 2012

Updated Tuesday, August 14, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

*Valhalla Union Free School District
Teacher APPR Executive Summary*

Danielson Rubric Overview

The APPR evaluation plan for the Valhalla Union Free School District is directly based on the Danielson Model from the book The Framework for Teaching (2011). The guiding principles of this model identify various aspects of effective teaching and appropriate and worthwhile contributions to an academic community. The Danielson Model, which directly aligns to the New York State Teaching Standards, identifies and categorizes these aspects into four domains: Planning and Preparation; The Classroom Environment;

Instruction; and Professional Responsibilities. Each domain is defined into components and subcategorized into elements.

*Valhalla Union Free School District
Danielson Criteria*

The 60-percent component of the APPR evaluation plan, per New York State's legislative implementation, for the Valhalla Union Free School District, is directly based on the Danielson Model. The guiding principles of this model identify various aspects of effective teaching and appropriate and worthwhile contributions to an academic community. The Danielson Model, which directly aligns to the New York State Teaching Standards, identifies and categorizes these aspects into four domains. Each domain is defined into components and subcategorized into elements. The domain names and their respective components are:

• Domain #1 – Planning and Preparation

- o Component 1a: Demonstrating Knowledge of Content and Pedagogy*
- o Component 1b: Demonstrating Knowledge of Students*
- o Component 1c: Setting Instructional Outcomes*
- o Component 1d: Demonstrating Knowledge of Resources*
- o Component 1e: Designing Coherent Instruction*
- o Component 1f: Designing Student Assessments*

• Domain #2 – The Classroom Environment

- o Component 2a: Creating an Environment of Respect and Rapport*
- o Component 2b: Establishing a Culture for Learning*
- o Component 2c: Managing Classroom Procedures*
- o Component 2d: Managing Student Behavior*
- o Component 2e: Organizing Physical Space*

• Domain #3 – Instruction

- o Component 3a: Communicating with Students*
- o Component 3b: Using Questioning and Discussion Techniques*
- o Component 3c: Engaging Students in Learning*
- o Component 3d: Using Assessment in Instruction*
- o Component 3e: Demonstrating Flexibility and Responsiveness*

• Domain #4 – Professional Responsibilities

- o Component 4a: Reflecting on Teaching*
- o Component 4b: Maintaining Accurate Records*
- o Component 4c: Communicating with Families*
- o Component 4d: Participating in a Professional Community*
- o Component 4e: Growing and Developing Professionally*
- o Component 4f: Showing Professionalism*

These aforementioned domains and components are designed to provide teachers with a plethora of opportunities to demonstrate competency in various pedagogical, communicative, and management aspects pertaining to their professional performance. The complete rubric is found under Appendix "A".

Multiple Measures (60 Points)

The overall observation process is based on multiple measures as identified by the Danielson model. 40 of the 60 points are earned through a three-tier observation process (a pre observation conference, a formal observation, and a post observation conference). The remaining 20 points are earned through the completion either an Evidence Binder or an Alternative Project that is rigorous and representative of exemplary pedagogical performance. The teacher selects which of these measures he/she will complete.

Part 1: Pre-observation Conference / Form (10 points)

The pre-observation structure is aligned with Domain #1 of the Danielson Framework for Teaching. Each tenured teacher will receive one formal observation and four mini-observations per school year. Each non-tenured teacher will receive two formal observations

and four mini-observations. Prior to a formal observation a teacher will complete a pre-observation form and schedule a meeting with his / her evaluator. The teacher will bring the completed form and written lesson plan to the conference. During this conference, the teacher and evaluator will discuss the lesson plan format and objectives of the lesson. This is a required document of the APPR formal observation process.

Pre Observation Conference – A pre-observation form will be completed by the teacher and submitted to the evaluator at the pre-observation conference. This will be a required document of the APPR Formal Observation Process. The pre-observation structure is aligned with Domain 1 of Danielson’s Framework for Teaching.

Question Component

- 1 1a*
- 2 1a*
- 3 1a and 1c*
- 4 1b and 1d*
- 5 1f*
- 6 1d, 1e, and 1f*

During the pre-observation conference, the teacher and evaluator will discuss the lesson plan format, and what students will learn and be able to do as a result of the lesson. A written lesson plan will be submitted to the evaluator at the pre-observation conference. Two lesson plan examples are provided. Other lesson plan formats can be submitted with approval of the evaluator. The teacher and evaluator will determine the focus of the observation within Domains 2 and 3 of Danielson’s Framework, as well as the time and location of the formal observation.

*Valhalla Union Free School District
Pre-Observation Form*

*Name _____ Assignment _____
Building _____ Date _____
Observation Date _____
Time _____
Evaluator _____*

1. Which two components from Domain 2 of Danielson’s Framework for Teaching will be the focus for this observation? (1 point)

2. Which two additional components from Domain 3 of Danielson’s Framework for Teaching will be the focus for this observation? (1 point)

3c Engaging students in learning _____

3. What will the students be able to know and do at the conclusion of your lesson? (2 points)

4. Describe any modifications/differentiations you will make to accommodate individual or groups of students in the classroom environment, and/or observational situation for this lesson. (2 points)

5. How and when will you monitor student progress and determine whether the students have learned what you intended, during the lesson? (2 points)

6. A written lesson plan should be handed in prior to or on the day of the observation. (2 points)

Total Points out of 10: _____

Part 2: Formal Observation (20 points)

The pedagogical focus of the observation will be based on pre-determined components of Domains 2 and 3 in the Danielson model. Tenured teachers will be formally observed once each school year and non-tenured teachers will be formally observed twice each school year. The observation is pre-scheduled between the teacher and the evaluator and is held within a week following the pre-observation conference between the two parties. The observation will be approximately forty minutes in length.

The evaluator provides evidence aligning the classroom observation with the Danielson Rubric. The rubric is scored for five components using the following scale

Highly Effective -4 points

Effective -3.5 points

Developing-2 points

Ineffective-0 points

Part 3: Post Observation Conference / Form (10 points)

The post conference will be conducted within 10 school days of the Formal Observation. Teachers shall complete the Post Observation form which consists of self-reflection and evidence of student learning and submit it to the evaluator at the post-observation conference. This is a required document of the APPR Formal Observation.

Post Observation - A post observation conference will be conducted within five school days of the observation unless extenuating circumstances occur. The Post Observation will consist of self-reflection and evidence of student learning. The evaluator's feedback will be targeted and specific to the pre-determined components. A post-observation form will be completed by the teacher and submitted to the evaluator at the post-observation conference. This will be a required document of the APPR Formal Observation Process. The post-observation structure is aligned with the Domains of Danielson's Framework for Teaching.

Question Component

- 1 1a, 1c and 1f
- 2 1a, 1b and 1c
- 3 2a, 2b, 2c, 2d, and 2e
- 4 4a
- 5 4a

*Valhalla Union Free School District
Post-Observation Form*

Staff Name _____ Assignment _____
Building _____ Date _____

1. How successful was your lesson? Did the students learn what you intended by the conclusion of your lesson? How do you know? (2 points)

2. Based on evidence of student learning, what does the evidence show about students' levels of learning, engagement, and understanding? (2 points)

3. Comment on your classroom procedures, student conduct, and/or use of physical space. To what extent did these contribute to student learning? (2 points)

4. Were there any adjustments you needed to make throughout the lesson to better meet the students' needs? (2 points)

5. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? (2 points)

Total Points out of 10 _____

Mini Observations

Evaluators will use unannounced "Mini-Observations" to provide prompt and supportive feedback to the teacher. Evaluators will be required to complete a minimum of four mini observations a year for each teacher under his/her supervision. Each informal observation is 5-10 minutes and the evaluator gives brief, focused and supportive verbal or written feedback. The mini-observations allow the evaluator to become familiar with the classroom and student population and results in improving teaching and learning.

Alternative Project (20 points)

The Alternative Project is a teacher directed initiative designed to help improve teaching and learning. Teachers, in collaboration with their respective evaluator, will identify a focus research question that addresses two or more components of Domain #4, Professional Responsibility. Teachers may select from a variety of activities to support their project.

Tenured teachers, with the approval of their evaluator, have the option of choosing an alternate project as an element of the 60-percent component of the APPR evaluation plan, per New York State's legislative implementation, for the Valhalla Union Free School District. The teacher will develop a plan that aligns with the goals of their particular school and / or the overall Valhalla Union Free School District. Teachers must submit their proposals to and meet with their respective evaluators by October 1st. Faculty has the option to opt out of the alternate project scenario and select the professional evidence binder, but they must notify their evaluator of this change by December 1st. The alternate project must be completed by May 1st. Any revisions are due to the evaluator on date determined collaboratively.

Teachers, in collaboration with their respective evaluators, must identify a focus research question. In answering this question, faculty may choose from the following activities:

- Workshop presentation
- Committee work

- Study group
- Piloting a program
- Professional (staff) development
- Technology integration
- Data analysis
- Other (specify)

The alternate project must adhere to the six components of Domain #4 in the Danielson Model,

Evidence Binder (20 points)

The Evidence Binder will be a self-reflective document consisting of materials that demonstrate professional growth. A teacher must include one example, artifact or sample to represent the 6 Components of Domain 4. For each component the teacher must compose a brief paragraph explaining the importance of their selected piece demonstrating its relevance to the component. One artifact maybe used for more than one component. Four selected component will have a value of four points and two selected components will have the value of two points toward the Evidence Binder total of 20 points.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teacher performance and results on other measures exceed the NYS Teaching Standards. 58-60 points
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher performance and results on other measures meet the NYS Teaching Standards. 50-57 points
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teacher performance and results on other measures are below the NYS Teaching Standards. 41-49 points
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teacher performance and results on other measures are well-below the NYS Teaching Standards. 40 points or below.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58-60
Effective	50-57
Developing	41-49
Ineffective	40 or below

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Friday, July 20, 2012

Updated Tuesday, August 14, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (60 points)

Overall Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	58-60
Effective	50-57
Developing	41-49
Ineffective	0-40

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/5265/154000-Df0w3Xx5v6/TIP - Action Plan.docx](#)

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:

I. Appeals Process:

A. A teacher who receives an ineffective composite rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Central Office administrative designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses either an SDA or SDL Certification.

B. The appeal must be brought in writing specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan (“TIP”) shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of ineffective composite or a TIP must be commenced within fourteen school days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

D. The Evaluator shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within 14 school days of the receipt of the appeal. In the event that the teacher is unsatisfied with the results of the appeal, a further appeal may be taken to the Superintendent of Schools within 14 school days of receipt of the Evaluator’s decision upon the appeal.

E. The Superintendent shall make his or her decision in writing regarding the further appeal within 14 school days of receipt of that appeal. The decision of the Superintendent shall be final and binding in all regards and shall be subject to review at arbitration, before any administrative agency or in any court of law.

F. 1. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the second tier appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the teacher improvement plan. The arbitrators decision will be made in a timely manner. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn’t resolved in the level 2 appeal or clearly should have been presented in the level 2 appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law.

2. In order to take advantage of the procedure outlined in F(1) above, the tenured teacher must consent to the use of the arbitrator should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the second tier appeal shall be heard by the Superintendent.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

To certify each evaluator received a three day training on the Danielson Model, NYS Teaching Standards and evidence based-assessment provided by a Danielson consultant. Evaluators received 2 days of training on the Valhalla Model from the APPR Committee and piloted the tools with teachers. Evaluators also received half-day trainings each in growth and value-added, assessing special needs populations and ELL students, and SIRS provided by the network team trainer. Evaluators completed a full day session on data analysis using the Terra Nova data and state assessment data with a consultant from CTB MCGraw Hill and the LHRIC.

To re-certify each evaluator we hold quarterly evaluation sessions using an outside consultant from BOCES to practice evidence collection and to read sample evaluations. We review the tools and the Superintendent reads 10% of the evaluations for clarity and consistency. Twice a year they watch a common lesson and use the evidence and the rubric to assess the instruction. This is to maintain inter-rater reliability. Additional training and data analysis session will be planned as need or as they become available through the network teams.

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
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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):

3-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
k-2	District, regional, or BOCES-developed	Valhalla developed Performance Task grade and subject specific, Grade K-2 ELA and Math

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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to make progress from the baseline assessment or to meet and maintain the target score. The number of students making progress or meeting and exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI. (see Chart) For each principal this will include all teachers in the building who have an SLO.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Results are well-above achievement levels on district goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet achievement levels on district goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Results are well-below achievement levels on district goals.

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/5365/154018-lha0DogRNw/Growth-Measure-revised.jpg>

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.

none

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Friday, July 20, 2012

Updated Tuesday, August 14, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	Terra Nova 3
6-8	(d) measures used by district for teacher evaluation	Terra Nova 3
9-12	(d) measures used by district for teacher evaluation	Terra Nova 3

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.	Every student takes the Language, Reading and Math test for Terra Nova. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the district and the average NCE is aligned with the 15 point HEDI. (See chart) Each principal will receive a score based the average NCE for the district.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted expectations for achievement for the grade level.

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/5366/154034-qBFVOWF7fC/terra 15 revised.docx

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Terra Nova 3

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.	Every student takes the Language, Reading and Math test for Terra Nova. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the district and the average NCE is aligned with the 20 point HEDI. (See chart) Each principal will receive a score based the average NCE for the district.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted expectations for achievement for the grade level.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted expectations for achievement for the grade level.

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/5366/154034-T8MIGWUVm1/Terra-Nova revised-20pts.jpg

8.3) Locally Developed Controls

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

None

8.4) Principals with More Than One Locally Selected Measure

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

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

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Wednesday, June 27, 2012

Updated Wednesday, August 15, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(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.

Please see the attached uploaded file. We are giving our assurance that everything in this attachment is consistent with our APPR Plan and with Education Law 3012-c.

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/5143/146372-pMADJ4gk6R/APPR DOCUMENT - FINAL VAA Aug VERSION_1.docx

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

Highly Effective: Overall performance and results exceed standards.	Principal performance and results on other measures exceed the ISLLC Standards. 58-60 points
Effective: Overall performance and results meet standards.	Principal performance and results on other measures meet the ISLLC Standards. 50-57 points
Developing: Overall performance and results need improvement in order to meet standards.	Principal performance and results on other measures are below the ISLLC Standards. 41-49 points
Ineffective: Overall performance and results do not meet standards.	Principal performance and results on other measures are well-below the ISLLC Standards. 40 points and below.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	50-57
Developing	41-49
Ineffective	40 and below

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan

does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, July 20, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	58-60
Effective	50-57
Developing	41-49
Ineffective	0-40

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, July 20, 2012

Updated Wednesday, August 15, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/154044-Df0w3Xx5v6/Vaa PIP aug.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE

VALHALLA UNION FREE SCHOOL DISTRICT

AND

VALHALLA ADMINISTRATORS ASSOCIATION

REGARDING EDUCATION LAW §3012-c AND PART 30-2 REGENTS RULES APPR COMPLIANCE

1. Appeals Process:

A. A principal who receives an ineffective composite rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL Certification.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Professional Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a PIP must be commenced within fourteen school days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action or denying the appeal. Such decision shall be made within 14 school days of the receipt of the appeal.

E. In the event that the administrator is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools and the Appeals Committee within 14 school days of receipt of the evaluator's decision upon the appeal.

1. The first part of the appeal to the Superintendent shall consist of a review of the appeal by an Appeals Committee that shall be composed of the following membership:

The VAA President or designee

2 Tenured Administrators selected by the VAA President or Designee

1 Administrator or outside consultant selected by the Superintendent of Schools

2. Upon the selection of committee members, those who have not previously been trained in the appeals process by the District shall be provided with such training.

3. The Appeals Committee shall conduct its proceedings confidentially and make a written recommendation to the Superintendent of Schools within fifteen (15) school days of receipt of the appeal.

F. The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools, who following review of said recommendation shall issue his or her decision with fifteen (15) school days of receipt of the Appeals Committee's recommendation. The decision of the Superintendent shall be final and binding upon all parties in all regards and shall not be subject to review in arbitration, before any administrative agency or in any court of law.

G.

1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the second tier appeal may be to the Appeals Committee or to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber- Weinstock, Ira Lobel, and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the principal improvement plan. The arbitrator's decision will be rendered in a timely manner. In the event that the district then proceeds to a probable cause finding under section 3020-1 of the

Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn't resolved in the level 2 appeal or clearly should have been presented in the level 2 appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law.

2. In order to take advantage of the procedure outlined in G(1) above, the principal must consent to the use of the arbitrator should the district proceed to find probable cause under section 3020-a of the Education Law. If the administrator is unwilling to do so, the second tier appeal shall be heard by the Appeals Committee.

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.

To certify the evaluator, she received a three-day training on the Multi-Dimensional Performance Rubric, NYS Teaching Standards and evidence based-assessment provided by a Giselle Martin-Kniep. She attended two additional days of training on goal setting from the Danielson Consulting Associates. The evaluator received two days of training on the Valhalla Model from the Administrators APPR Committee and piloted the tools with principals. The evaluator also received half-day trainings each in growth and value-added, assessing special needs populations and ELL students, and SIRS provided by the network team trainer. The evaluator participated in a locally developed two-day train training on Kim Marshall's work on mini-observations and providing instructional feedback. The evaluator completed a full day session on data analysis using the Terra Nova data and state assessment data with a consultant from CTB MCGraw Hill and the LHRIC.

To recertify the evaluator we will participate in quarterly evaluation sessions using an outside consultant to practice evidence collection and analysis using the rubric and to read sample evaluations for school leaders in order to build inter-rater reliability. We will review the tools and the Superintendent will meet quarterly with the administrative team to review instructional feedback strategies and critical instructional practices. Twice a year they will watch a common lessons and use the evidence and the rubric to assess the instruction, in order to understand the teacher evaluation tools and to support the use of evidence-based feedback. Additional trainings and data analysis sessions will be planned as needed or as they become available through the network teams.

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, Checked as well as the composite rating, as per NYSED requirements.

12. Joint Certification of APPR Plan

Created Friday, July 20, 2012

Updated Wednesday, August 15, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/153968-3Uqgn5g9Iu/DISTRICT CERTIFICATION \(2\).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.

Growth Measure (20pts)

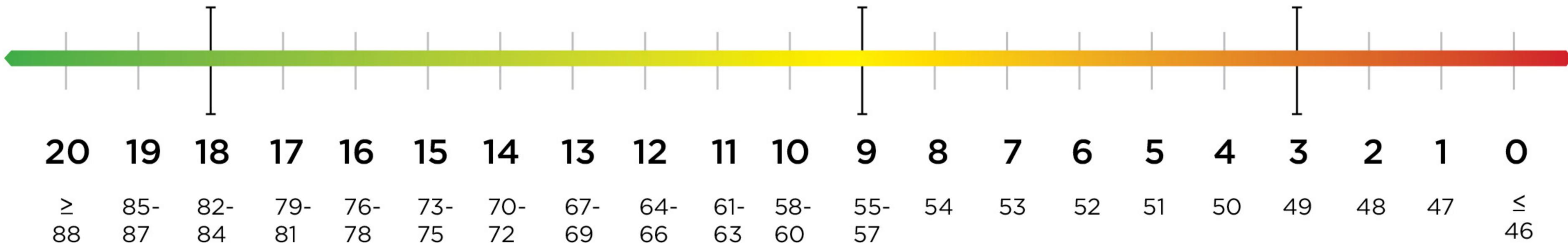
The percent (%) of students for each teacher showing growth and/or meeting target.

**HIGHLY
EFFECTIVE**

EFFECTIVE

DEVELOPING

INEFFECTIVE



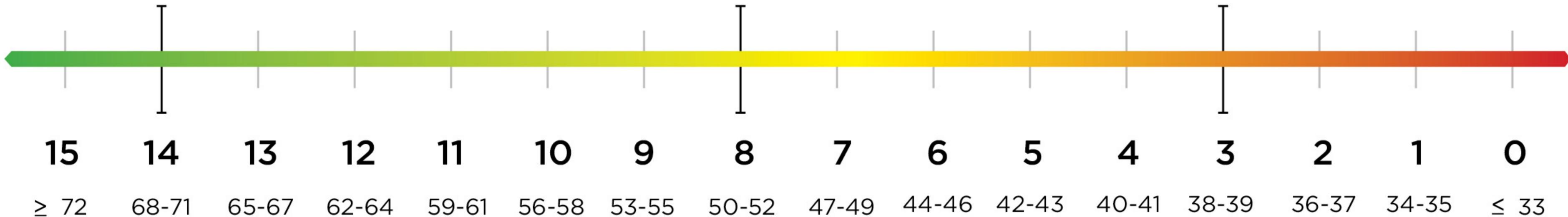
Terra Nova Conversion NCE to HEDI (15pts)

HIGHLY
EFFECTIVE

EFFECTIVE

DEVELOPING

INEFFECTIVE



Growth Measure (20pts)

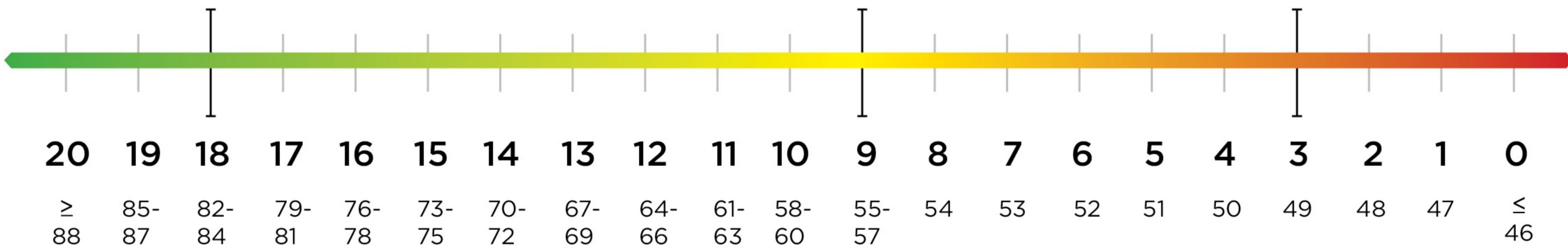
The percent (%) of students for each teacher and principal showing growth and/or meeting target.

**HIGHLY
EFFECTIVE**

EFFECTIVE

DEVELOPING

INEFFECTIVE



**Valhalla Union Free School District
Teacher Improvement Plan (TIP)**

Action Plan

Name: _____

Position: _____

Evaluator: _____

Date: _____

<p>Pre-TIP Planning Meeting Date:</p> <p>TIP Planning Meeting Date:</p> <p>Post-TIP Meeting Date:</p>
--

Pre-TIP Planning Meeting Summary:

Specific Areas of Strength:

Specific Focus Area of Concern:

Teacher Improvement Plan

Area of Focus:				
Tasks/Strategies	Resources	Who	When	Evidence

Evaluators Signature: _____

Date: _____

Teachers Signature: _____

Date: _____

Post TIP Meeting Summary:

Additional Attachments Included:

Evaluators Signature: _____

Date: _____

***Teachers Signature:** _____

Date: _____

***Indicates receipt of a copy of this form and does not necessarily indicate agreement.**

Growth Measure (20pts)

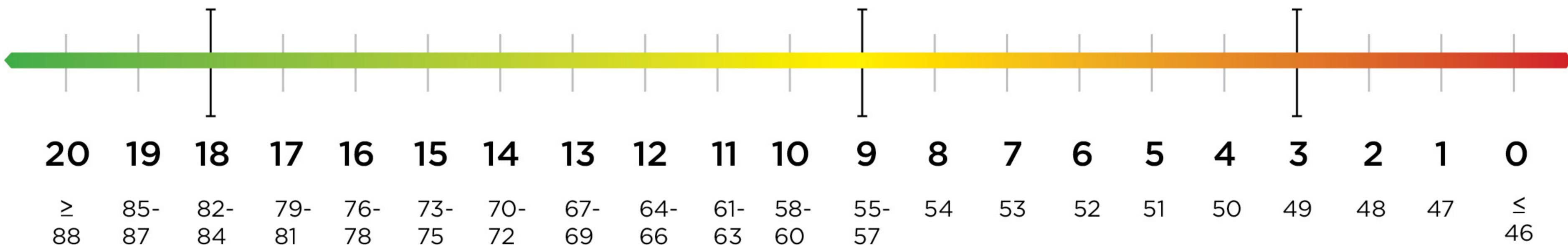
The percent (%) of students for each teacher and principal showing growth and/or meeting target.

**HIGHLY
EFFECTIVE**

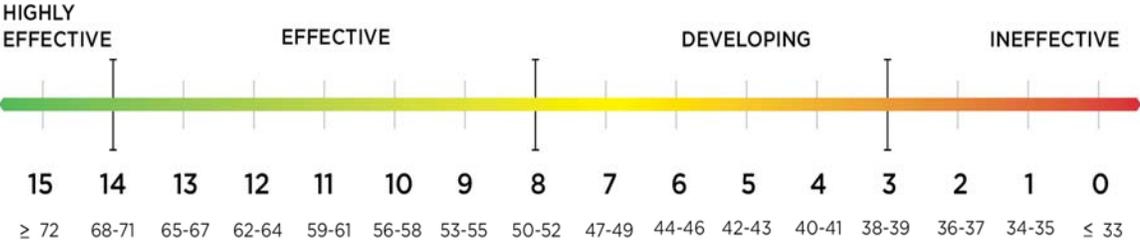
EFFECTIVE

DEVELOPING

INEFFECTIVE



Terra Nova Conversion NCE to HEDI (15pts)



Terra Nova Conversion NCE to HEDI (20pts)

HIGHLY
EFFECTIVE

EFFECTIVE

DEVELOPING

INEFFECTIVE



20 **19** **18** **17** **16** **15** **14** **13** **12** **11** **10** **9** **8** **7** **6** **5** **4** **3** **2** **1** **0**

\geq 70 68 66 64 62 60 58 56 54 52 50 48 46 44 42 40 38 36 34 \leq
72 71 69 67 65 63 61 59 57 55 53 51 49 47 45 43 41 39 37 35 33

Valhalla UFSD
Professional Improvement Plan

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

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

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

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

If the principal is rated as *developing* or *ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the superintendent in collaboration with the Association according to these guidelines for the subsequent year.

Valhalla Union Free School District Professional Improvement Plan

Name: _____

Position: _____

Principal: _____

Date: _____

Pre-PIP Planning Meeting Date:

PIP Planning Meeting Date:

Post-PIP Meeting Date:

Pre-PIP Planning Meeting Summary:

(Includes a summary of the meeting discussing the need for a PIP)

Specific Areas of Strength:

Specific Focus Area of Concern:

Professional Improvement Plan

Outcome	Tasks/Strategies	Resources	Who	When	Indicator of Progress

(More rows can be added to table as needed.)

Principal's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Principal's Post PIP Meeting Summary:

Additional Attachments Included:

_____	_____

_____	_____

Principal's Signature: _____
Date: _____

Evaluator's Signature: _____
Date: _____

***Indicates receipt of a copy of this form and does not necessarily indicate agreement.**

VALHALLA ADMINISTRATORS ASSOCIATION
ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

OTHER 60 POINTS TEACHER		PRINCIPAL (BOTH 2012-13)	VALHALLA ADMINISTRATORS ASSOCIATION
Standards	NYS Teaching Standards	ISLLC 2008	ISLLC 2008
Choice of Rubrics (through collective bargaining)	Menu of state-approved rubrics to assess performance based on standards. <i>Also district variance process available for district or BOCES that seeks to use a rubric not on State-approved list.</i>		Multidimensional Principal Performance Rubric. © 2011 Learner-Centered Initiatives, Ltd.
Requirements and Options: Options selected locally, and points assigned based on standards in regulation in a manner determined locally, through collective bargaining.			
Requirements: <ul style="list-style-type: none"> • Multiple measures • At least a majority (31) 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: <ul style="list-style-type: none"> ○ Observations may be conducted in-person or using video 		Requirements: <ul style="list-style-type: none"> • Multiple measures • At least a majority (31) of the 60 points shall be based on supervisor's broad assessment of principal leadership and management actions based on the practice rubric: <ul style="list-style-type: none"> ○ 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 ○ 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 	
		Requirements: <ul style="list-style-type: none"> • Multiple measures – 60 points • 60 points based on supervisor's broad assessment of principal leadership and management actions based on the practice rubric: <ul style="list-style-type: none"> ○ 24 points- multiple school visits by supervisor, at least one of which must be unannounced and additional evidence submitted by the Principal ○ At least two other sources of evidence: <ul style="list-style-type: none"> ▪ 10 points- <i>Administrative Mini-Instructional Observation Notes</i> ▪ 6 points- <i>Self-evaluation based on rubric</i> ○ 10 points <i>Building-level Goal Setting</i> addressing the principal's contribution to improving teacher effectiveness <ul style="list-style-type: none"> ▪ Pre-Goal Planning (2 points) ▪ Goal Action Plan (4 points) ▪ Goal Setting Reflection (4 points) ○ 10 points <i>District-Wide Goal Setting</i> addressing quantifiable and verifiable improvements in academic results or the school's learning environment <ul style="list-style-type: none"> ▪ Pre-Goal Planning (2 points) ▪ Goal Action Plan (4 points) ▪ Goal Setting Reflection (4 points) 	

<ul style="list-style-type: none"> • Any remaining points shall be allocated to one or more of the following and assessed using the practice rubric: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with supervisors: <ul style="list-style-type: none"> ○ At least one goal must address the principal's contribution to improving teacher effectiveness, based on one 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 ○ Any other goals shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance) 	
<ul style="list-style-type: none"> • Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year 	<ul style="list-style-type: none"> • Any remaining leadership standards not addressed in the assessment of the principal's leadership and management actions must be assessed at least once a year 	<ul style="list-style-type: none"> • All leadership standards are addressed in the assessment of the principal's leadership and management actions

Multi-Dimensional Performance Rubric

The Multi-Dimensional Performance Rubric was developed by Learner-Centered Initiatives and has been approved by the New York State Education Department as acceptable evaluation rubric.

The rubric includes 6 Domains:

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

Each Domain is evaluated each year. Each domain is scored based on HEDI.

Highly Effective	Effective	Developing	Ineffective
4 points	3.5 points	2 points	0 points

The main goal of the Performance Evaluation is professional growth and improving student achievement. No single instrument or event can possibly assess the performance of the administrator's complex and ever changing responsibilities. The tools used to assess the administrators at Valhalla UFSD will include:

- A. Superintendent's observations
- B. Mini-observation record
- C. Goal setting project focused on building level achievement
- D. District-wide project focused on an area of responsibility K – 12
- E. Administrator's self-reflection

After reviewing these tools and conferences with the administrator, the Superintendent will complete the written Summary Rating Sheet.

**VALHALLA ADMINISTRATOR'S ASSOCIATION
ANNUAL PROFESSIONAL PERFORMANCE REVIEW
(APPR)**

Growth	20%	State exams or student learning objectives
Locally selected measures of student achievement	20%	Based on Terra Nova district-wide results
Multiple Measures	60%	Supt. observations aligned with rubric and mini-observation record Goal setting (building on program) District-wide project (district) Self-reflection

Overall HEDI Score

	H	E	D	I
Multiple Measures 60	58-60	50-57	41-49	0-40
Locally Selected Assessments 20	18-20	9-17	3-8	0-2
25	22-25	10-21	5-9	0-2
Growth 20	18-20	9-17	3-8	0-2
15	14-15	8-13	3-7	0-2
Composite 100	91-100	75-90	65-74	0-64

VALHALLA ADMINISTRATORS ASSOCIATION
ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

Superintendent Observations of VAA Members

1. Description

- a. Throughout the course of the school year, the Superintendent will have ample opportunities to observe VAA members performing various duties and responsibilities.
- b. The Superintendent will use the Multidimensional Principal Performance Rubric (MPPR) as the lens of observing the VAA member.

2. Process

- a. Some of these instances will be informal observations and others may be per invite by the VAA member.
- b. There is no specific set number of Superintendent observations require since such experiences are ongoing throughout the school year.

3. Form – see next page

The Performance Evaluation Year in Review

Tenured and non-tenured administrators will have two supervisory conferences per year. Additional supervisory conferences with administrators may be established as needed and appropriate.

Step 1. *August – September: Initial Conference*

At this time, the Superintendent and Administrator shall meet to discuss the administrator's building-based and district-wide goals and teacher evaluation plan. The Administrator will also bring his/her completed self-evaluation.

Step 2. *December – January: Mid-Year Evaluation Conference*

In December, but no later than the end of January of each year, an interim evaluation meeting will be held between the administrator and the Superintendent. The administrator and the Superintendent will discuss the progress in achieving the goals or addressing his/her priority areas and general performance. If a non-tenured administrator's performance is not meeting expectations, feedback and suggestions for improvement will be provided to non-tenured administrators regarding the individual's leadership traits, as well as a focus on achievements and strategies to achieve unmet goals.

Step 3. *May – June: The year in review: Summative Conference*

Administrators meet with the Superintendent to review:

- a. Building-based goal setting project
- b. District-wide goal setting project
- c. Mini-observation record
- d. Using 6 Domains
- e. The Superintendent shall prepare the finalized formal written assessment for each administrator. The evaluation report should be cumulative, and will comply with state and federal laws concerning confidentiality and privacy of evaluations.

The administrator shall sign the written evaluation. By affixing his/her signature to the written performance assessment, the administrator acknowledges receipt of a copy of the evaluation, and such signature does not necessarily indicate agreement with the contents of the evaluation. The administrator may attach a written response to the written evaluation. If made, the response must be filed with the Superintendent no later than ten (10) schooldays after the date the administrator signed the original evaluation.

Note: If the administrator is submitting additional evidence, the deadline is

May 31st

**Valhalla Union Free School District
Administrators Annual Professional Performance Review**

Summary Rating Sheet

Administrator's Name: _____ Position: _____

Domain 1: *Shared Vision of Learning*

Description: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- Highly Effective – 4 points
- Effective – 3.5 points
- Developing – 2 points
- Ineffective - 0 points

Evidence:

Celebrations:

Suggestions:

Domain 2: *School Culture and Instructional Program*

Description: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Highly Effective – 4 points
- Effective – 3.5 points
- Developing – 2 points
- Ineffective - 0 points

Evidence:

Celebrations:

Suggestions:

Domain 3: *Safe, Efficient, Effective Learning Environment*

Description: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

- Highly Effective – 4 points
- Effective – 3.5 points
- Developing – 2 points
- Ineffective - 0 points

Evidence:

Celebrations:

Suggestions:

Domain 4: *Community*

Description: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Highly Effective – 4 points
- Effective – 3.5 points
- Developing – 2 points
- Ineffective - 0 points

Evidence:

Celebrations:

Suggestions:

Domain 5: *Integrity, Fairness, Ethics*

Description: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

- Highly Effective – 4 points
- Effective – 3.5 points
- Developing – 2 points
- Ineffective - 0 points

Evidence:

Celebrations:

Suggestions:

Domain 6: *Political, Social, Economic, Legal and Cultural Context*

Description: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

- Highly Effective – 4 points
- Effective – 3.5 points
- Developing – 2 points
- Ineffective - 0 points

Evidence:

Celebrations:

Suggestions:

Evaluation Summary:	
Self-evaluation (6 points)	_____
Building-based goal setting (10 points)	_____
District-wide goal setting (10 points)	_____
Mini-observation record (10 points)	_____
Domains (24 points)	_____
Locally selected assessments (15/20 points)	_____
Growth measure (20/25 points)	_____
 TOTAL (100 points)	 _____
 HEDI Rating	 _____

Administrator

Date

Superintendent

Date

The administrator's signature indicates that he or she has seen the evaluation report. It does not denote agreement with the report.

c: Personnel File

Additional Evidence

1. Description

- a. The evaluation of any professional requires the review of evidence, whether observed or tangible documents.
- b. It is the right of each VAA member to share such tangible evidence of any of the MPPR Domains under evaluation by the Superintendent.

2. Process

- a. At any time throughout the school year additional evidence may be submitted but no later than May 31st.
- b. It is incumbent upon the VAA member to provide such evidence if he/she feels necessary to demonstrate levels of effectiveness according to the MPPR.

3. Form – see below

VALHALLA ADMINISTRATORS ASSOCIATION

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

Additional Evidence Submission Form

Administrator: _____

School Year: _____

Please check area of evaluation:

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

Provide a brief description of additional evidence (attached document if applicable):

Provide rationale for submission of additional evidence:

Mini-Instructional Observations

1. Description

- a. The Teachers' APPR requires evaluators to conduct four mini-observations throughout the school year and one formal clinical observation.
- b. It is the responsibility of the evaluator (VAA member) to keep a record of all mini-observations conducted on each teacher assigned to his/her responsibility.

2. Process

- a. By the end of the school year, the Superintendent will meet with each VAA member to review and discuss his/her record of mini-observations.
- b. The review may include a discussion of formal clinical observations as well.
- c. This process will account for 10 points towards the 60 points of the VAA APPR.

3. Forms – see below

VALHALLA ADMINISTRATORS ASSOCIATION

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

Administrative Mini-Observation Notes

One of the most important responsibilities of an administrator is the on-going observation and evaluation of the instructional staff in the building. An instructional leader has an obligation to the staff, district administration, community and, most importantly, the students to be familiar with what is taking place in the classroom and surrounding the learning environment. Domain 2 (School Culture and Instructional Program) addresses this aspect directly. “An education leader promotes the success of every student by advocating, **nurturing**, and sustaining a school culture and **instructional program** conducive to student learning and **staff professional growth**.”

Throughout the year, the administrator is to conduct 4 mini-observations and one formal observation for each classroom teacher. The record of the mini-observations for this school year (as established by the VTA APPR) will be attached to this form and submitted to the superintendent for review and evaluation.

Administrator: _____ Date: _____

Assignment: _____ School Year: _____

Discussion Notes:

_____ Points

Administrator's Self-Reflection

- Principals can use the Multidimensional Principal Performance Rubric:
- As a self-assessment
- To establish a baseline for professional goal setting
- As an ongoing touchstone for monitoring progress
- To provide a context for reflection
- To prompt professional inquiry and learning
- To support discourse around professional practice

At the start of each new school year (July/August), administrators are to reflect on their professional practice using the MPPR framework. It is expected that the domains/dimensions identified by the administrator connect and inform their District-Wide Project Goal and their Building/Program Based Project Goal.

Steps in the process:

1. Administrator completes the self-reflection.
2. Administrator develops both goals.
3. Administrator meets with the Superintendent to review the self-reflection and Goals.

Administrator's Self-Reflection

Name: _____ School Year: _____

Using the MPPR, reflect on the 6 domains. Identify three domains/dimensions where you demonstrate strength. Identify these domains/dimensions where you would like to see professional growth. Growth may be reflective of your movement towards effective or movement towards highly effective descriptors.

Strengths:

1. Domain _____
Dimension _____

2. Domain: _____
Dimension: _____

3. Domain: _____
Dimension: _____

Growth:

1. Domain _____
Dimension _____
Summary:

2. Domain: _____
Dimension: _____
Summary:

3. Domain: _____
Dimension: _____
Summary:

Administrator's Signature

Date

Superintendent's Signature

Date

GOAL SETTING PROCESS

Phase I – Development

- July/August
- A. Self-assessment in the context of the rubric, performance, priorities, and data
 - B. Goal + strategies = Action Plan
Leadership Team – sharing and meeting with Superintendent
 - 1. District-wide Goals Project
 - 2. Building/Program Based Goals Project

Phase 2 – Progress Monitoring and Data Collection

- July – June
- On going collection of data, evidence with revision and reflection
- What else do we need to do?
- What is my record of actions?
- Leadership Team – think aloud

Phase 3 – Reporting Out, Summarization and Reflection

- May/June
- Based on evidence – did you meet your goal?
- Meeting with Superintendent – submit two weeks prior to Meeting

WRITING A GOAL

A. What is your goal? What component does this support in the rubric?

Goals aim to:

- Increase conditions
- Expand trends
- Decrease programs
- Eliminate practices
- Innovate ability to use
- Create knowledge
- Improve

B. How will you do this? What evidence will you collect?

- Develop, implement, design, write, create.....

C. Why does this matter? How will this improve student learning?

D. Perceived obstacles and planned response

District-Wide Goals Project

1. Description

- a. Each VAA member is assigned a leadership responsibility of a District-wide project, including but not limited to APPR, Common Core and 21st Century Learning, ELL, Health and Wellness, Intervention and Inclusion, and Technology Committees.
- b. Each District-wide Project/committee may include the participation of various members of the faculty, staff, and school community.
- c. These District-wide Projects/committees encompass part of the District's Strategic Plan.

2. Process

- a. The Superintendent and each VAA member must agree to the assignment of a District-wide Project.
- b. The Superintendent and VAA member review and discuss the progress of their assigned District-wide Project numerous times throughout the school year. Some of these discussions may include the entire Administrative Leadership Team.
- c. This assignment will account for 10 points towards the 60 points of the VAA APPR.

3. Form – see below

VALHALLA ADMINISTRATORS ASSOCIATION

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

District-wide Project Goal Pre-Planning Form

Administrator: _____

Assignment: _____

School Year: _____

District-wide Project: _____

1. What is the goal for your District-wide Project? Which Domain aligns with this project/committee plan?

2. How does student assessment data inform your goal?

3. Why is this goal important? What is the rationale for selecting this goal?

4. What effect do you anticipate this goal will have on student learning?

5. How will you meet this goal? What evidence will you collect?

6. What are the perceived obstacles and your planned response to overcome the obstacle?

Approved: _____ Date: _____

Approved with/amendments: _____ Date: _____

Denied with reason:

District Wide Goals Project Goal Setting Action Plan

Title: _____

Goal: _____

#	Action Steps	Timeline	Resources Needed	Evidence
1				
2				
3				
4				
5				

Additional Notes/Comments:

Building/Program-Based Goals Project

1. Description

- a. Each VAA member is assigned leadership responsibility of a building or program.
- b. Each building/program-based goal may include participation from faculty, staff and/or the school community.
- c. Building/Program-Based Goals Projects can be implemented collaboratively between administrators.

2. Process

- a. The Superintendent and each VAA member must agree to the assignment of a District-wide Project.
- b. The Superintendent and VAA member review and discuss the progress of their assigned Building/Program-Based Goals Project numerous times throughout the school year. Some of these discussions may include the entire Administrative Leadership Team.
- c. This assignment will account for 10 points towards the 60 points of the VAA APPR.

3. Form – see below

VALHALLA ADMINISTRATORS ASSOCIATION
ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

Building/Program-Based Goals Project

Goal/Action Plan/Evidence for Professional Learning

Administrator: _____ Superintendent: _____

Title: _____ School Year: _____

1. What is your goal? What Domain does this address, support?
2. Why is this goal important? What is your rationale for selecting this goal?
3. What effect do you anticipate this goal will have on student learning?
4. How will you meet this goal? What evidence will you collect?
5. What are the perceived obstacles and your planned response to overcome the obstacle?
6. What are the perceived obstacles and your planned response to overcome the obstacle?

Administrator's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

Building/Program Based Goals Project Goal Setting Action Plan

Title: _____

Goal: _____

#	Action Steps	Timeline	Resources Needed	Evidence
1				
2				
3				
4				
5				

Additional Notes/Comments:

BUILDING/PROGRAM BASED GOAL PROJECT
GOAL SETTING REFLECTION

Administrator _____ Supervisor _____

Date Submitted _____ Meeting Date _____

Goal:

Administrator's Reflection:

What did you learn?

Did you meet your goal? What evidence do you have?

What are your next steps?

Attach your Action Plan with Evidence

Evaluator's Summary:

Administrator's Signature _____ Date: _____

Superintendent's Signature _____ Date: _____

Pre-Planning	2 points _____
Action Plan	4 points _____
Reflection with Evidence	4 points _____
TOTAL	_____

Valhalla UFSD Professional Improvement Plan

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

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

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

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

If the principal is rated as *developing* or *ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the superintendent in collaboration with the Association according to these guidelines for the subsequent year.

Valhalla Union Free School District Professional Improvement Plan

Name: _____

Position: _____

Principal: _____

Date: _____

Pre-PIP Planning Meeting Date:

PIP Planning Meeting Date:

Post-PIP Meeting Date:

Pre-PIP Planning Meeting Summary:

(Includes a summary of the meeting discussing the need for a PIP)

Specific Areas of Strength:

Specific Focus Area of Concern:

Professional Improvement Plan

Outcome	Tasks/Strategies	Resources	Who	When	Indicator of Progress

(More rows can be added to table as needed.)

Principal's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Principal's Post PIP Meeting Summary:

Additional Attachments Included:

Principal's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

***Indicates receipt of a copy of this form and does not necessarily indicate agreement.**

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Dr. Brenda Myers 8/14/12

Teachers Union President Signature: Date:

So Nd 8/14/12

Administrative Union President Signature: Date:

James T 8/14/12

Board of Education President Signature: Date:

Patricia Clark 8/14/12