



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

Commissioner of Education
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March 12, 2014

Revised

Dr. Paul Casciano, Superintendent
William Floyd Union Free School District
240 Mastic Beach Road
Mastic Beach, NY 11951

Dear Superintendent Casciano:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dean T. Lucera

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, February 14, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580232030000

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

580232030000

1.2) School District Name: WILLIAM FLOYD UFSD

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

WILLIAM FLOYD UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, March 06, 2014

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) ELA
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) ELA
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) 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 measuring student growth on the assessments listed for this Task.

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

To assign teachers to HEDI categories, we will utilize State approved 3rd party assessments - Measures of Academic Progress for ELA. 3rd grade will use Measures of Academic Progress ELA as a pre-test and points will be assigned based on the percentage of students meeting targets on the 3rd grade ELA State Assessment.

Grade K-2 HEDI scales will assume a normal distribution of teacher effects centered on 14 from this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .7 standard deviations above average

Effective: Less than .7 standard deviations above average and greater than or equal to -1.1 standard deviations below average

Developing: Less than -1.1 standard deviations below average

and greater than or equal to -2.3 standard deviations below average
 Ineffective: Less than -2.3 standard deviations below average.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

A teacher will be rated Highly Effective: Greater than or equal to .7 standard deviations above average.

A third grade teacher will be rated Highly Effective if 90-100% of verified students meet their target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

A teacher will be rated Effective: Less than .7 standard deviations above average and greater than or equal to -1.1 standard deviations below average.

A third grade teacher will be rated Effective if 50-89% of verified students meet their target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

A teacher will be rated Developing: Less than -1.1 standard deviations below average and greater than or equal to -2.3 standard deviations below average.

A third grade teacher will be rated Developing if 38-49% of verified students meet their target.

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

A teacher will be rated Ineffective: Less than -2.3 standard deviations below average.

A third grade teacher will be rated Ineffective if 37% or less of verified students meet their target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) Math
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) Math
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades) 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 measuring student growth on the assessments listed for this Task.

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

To assign teachers to HEDI categories, we will utilize State approved 3rd party assessments - Measures of Academic Progress for Math. 3rd grade will use Measures of Academic Progress Math as a pre-test and points will be assigned based on the percentage of students meeting targets on the 3rd grade Math State Assessment.

Grade K-2 HEDI scales will assume a normal distribution of teacher effects centered on 14 from this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .7 standard deviations above average

Effective: Less than .7 standard deviations above average and greater than or equal to -1.1 standard deviations below average

Developing: Less than -1.1 standard deviations below average and greater than or equal to -2.3 standard deviations below average

Ineffective: Less than -2.3 standard deviations below average

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated Highly Effective: Greater than or equal to .7 standard deviations above average. A third grade teacher will be rated Highly Effective if 90-100% of verified students meet their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated Effective: Less than .7 standard deviations above average and greater than or equal to -1.1 standard deviations below average. A third grade teacher will be rated Effective if 50-89% of verified students meet their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated Developing: Less than -1.1 standard deviations below average and greater than or equal to -2.3 standard deviations below average. A third grade teacher will be rated Developing if 38-49% of verified students meet their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated Ineffective: Less than -2.3 standard deviations below average. A third grade teacher will be rated Ineffective if 37% or less of verified students meet their target.

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	William Floyd Developed Grade 6 Science Assessment aligned with core curriculum
7	District, regional or BOCES-developed assessment	William Floyd Developed Grade 7 Science Assessment aligned with core curriculum
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

for this Task.

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

For 6th grade Science, 5th grade NYS ELA Assessment data will be utilized as a baseline to determine individual growth targets and points will be assigned based on the percentage of students meeting targets on the 6th grade district developed assessment.

For 7th grade Science, 6th grade NYS ELA Assessment data will be utilized as a baseline to determine individual growth targets and points will be assigned based on the percentage of students meeting targets on the 7th grade district developed assessment.

For 8th grade Science, 7th grade NYS ELA Assessment data will be utilized as a baseline and points will be assigned based on the percentage of students meeting individual growth targets on the 8th grade Science State Assessment, or the Living Environment and/or Earth Science Regents.

William Floyd Developed assessments will be rigorous, aligned with NYS Common Core Standards, and comparable across classrooms. All test security measures will be applied to both pre- and post- assessments, and to the extent practicable valid and reliable as defined by the standards of Educational and Psychological Testing. Teachers will meet with principal or designee to determine targets for all HEDI categories.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

A teacher will be rated Highly Effective if 90-100% of verified students meet their target.

A Regents teacher will be rated Highly Effective if 90-100% of verified students meet their target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

A teacher will be rated Effective if 62-89% of verified students meet their target.

A Regents teacher will be rated Effective if 50-89% of verified students meet their target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

A teacher will be rated Developing if 45-61% of verified students meet their target.

A Regents teacher will be rated Developing if 38-49% of verified students meet their target.

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

A teacher will be rated Ineffective if 44% or less of verified students meet their target.

A Regents teacher will be rated Ineffective if 37% or less of verified students meet their target.

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	William Floyd Developed Grade 6 social studies Assessment aligned with core curriculum

7	District, regional or BOCES-developed assessment	William Floyd Developed Grade 7 Social Studies Assessment aligned with core curriculum
8	District, regional or BOCES-developed assessment	William Floyd Developed Grade 8 Social Studies Assessment aligned with core curriculum

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For 6th grade Social Studies, 5th grade NYS ELA Assessment data will be utilized as a baseline to determine individual growth targets and points will be assigned based on the percentage of students meeting targets on the 6th grade district developed assessment.</p> <p>For 7th grade Social Studies, 6th grade NYS ELA Assessment data will be utilized as a baseline to determine individual growth targets and points will be assigned based on the percentage of students meeting targets on the 7th grade district developed assessment.</p> <p>For 8th grade Social Studies, 7th grade NYS ELA Assessment data will be utilized as a baseline to determine individual growth targets and points will be assigned based on the percentage of students meeting targets on the 8th grade district developed assessment.</p> <p>William Floyd Developed assessments will be rigorous, aligned with NYS Common Core Standards, and comparable across classrooms. All test security measures will be applied to both pre- and post- assessments, and to the extent practicable valid and reliable as defined by the standards of Educational and Psychological Testing. Teachers will meet with principal or designee to determine targets for all HEDI categories.</p>
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated Highly effective if 90-100% of verified students meet their target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated Effective if 62-89% of verified students meet their target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated Developing if 45-61% of verified students meet their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated Ineffective if 44% or less of verified students meet their target.

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	William Floyd Developed Global 1 Assessment aligned with core curriculum
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	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For Global 1, 8th grade NYS ELA Assessment data will be utilized as a baseline to determine individual growth targets and points will be assigned based on the percentage of students meeting targets on the Global 1 district developed assessment.</p> <p>For Global 2, the Global 1 final results will be utilized as a baseline and points will be assigned based on the percentage of students meeting individual growth targets on the Global 2 Regents Assessment.</p> <p>For American History, the Global 2 Regents will be utilized as a baseline and points will be assigned based on the percentage of students meeting individual growth targets on the American History Regents Assessment.</p> <p>William Floyd Developed assessments will be rigorous, aligned with NYS Common Core Standards, and comparable across classrooms. All test security measures will be applied to District created assessments, and to the extent practicable valid and reliable as defined by the standards of Educational and Psychological Testing. Students' prior performance on district assessments and/or prior Regents will be compared to the final Regents Assessment score where applicable. Teachers will meet with principal or designee to determine targets for all HEDI Categories.</p>
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	<p>A teacher will be rated Highly Effective if 90-100% of verified students meet their target.</p> <p>A Regents teacher will be rated Highly Effective if 90-100% of verified students meet their target.</p>
Effective (9 - 17 points) Results meet District goals for similar students.	<p>A teacher will be rated Effective if 62-89% of verified students meet their target.</p> <p>A Regents teacher will be rated Effective if 50-89% of verified students meet their target.</p>
Developing (3 - 8 points) Results are below District goals for similar students.	<p>A teacher will be rated Developing if 45-61% of verified students meet their target.</p> <p>A Regents teacher will be rated Developing if 38-49% of verified students meet their target.</p>

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

A teacher will be rated Ineffective if 44% or less of verified students meet their target.

A Regents teacher will be rated Ineffective if 37% or less of verified students meet their target.

2.7) High School Science Regents Courses

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

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

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

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

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

For High School Living Environment, we will utilize 8th grade NYS Science Assessment or their former Living Environment Regents if available, as a baseline. HEDI points will be assigned based on the percentage of students meeting individual growth targets on the Living Environment Regent.

For ALL other Science Regents, we will utilize the students most recent Science Regents score as a baseline. HEDI points will be assigned based on the percentage of students meeting targets on the summative Science Regents. Teachers will meet with principal or designee to determine targets for all HEDI Categories.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

A Regents teacher will be rated Highly Effective if 90-100% of verified students meet their target.

Effective (9 - 17 points) Results meet District goals for similar students.

A Regents teacher will be rated Effective if 50-89% of verified students meet their target.

Developing (3 - 8 points) Results are below District goals for similar students.

A Regents teacher will be rated Developing if 38-49% of verified students meet their target.

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

A Regents teacher will be rated Ineffective if 37% or less of verified students meet their target.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For Common Core Algebra I, 8th grade Math State Assessment data will be utilized as a baseline and points will be assigned based on the percentage of students meeting individual growth targets on the Common Core Algebra I or Integrated Algebra Regents Assessment which ever is higher.</p> <p>For Geometry, the Integrated Algebra Regents results will be utilized as a baseline and points will be assigned based on the percentage of students meeting individual growth targets on the Geometry Regents.</p> <p>For Algebra II, the Geometry Regents will be utilized as a baseline and points will be assigned based on the percentage of students meeting individual growth targets on the Algebra II Regents Assessment. Students' prior Regents scores will be compared to the final Regents Assessment score where applicable. Teachers will meet with principal or designee to determine targets for all HEDI Categories.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A Regents teacher will be rated Highly Effective if 90-100% of verified students meet their target.
Effective (9 - 17 points) Results meet District goals for similar students.	A Regents teacher will be rated Effective if 50-89% of verified students meet their target.
Developing (3 - 8 points) Results are below District goals for similar students.	A Regents teacher will be rated Developing if 38-49% of verified students meet their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A Regents teacher will be rated Ineffective if 37% or less of verified students meet their target.

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	William Floyd Developed Grade 9 ELA Assessment aligned with core curriculum
Grade 10 ELA	District, regional or BOCES-developed assessment	William Floyd Developed Grade 10 ELA Assessment aligned with core curriculum
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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

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

<p>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.</p>	<p>For Grade 9 ELA, 8th grade NYS ELA Assessment data will be utilized as a baseline to determine targets and points will be assigned based on the percentage of students meeting individual growth targets on the 9th grade district developed assessment.</p> <p>For Grade 10 ELA, 8th grade NYS ELA Assessment data will be utilized as a baseline to determine individual growth targets and points will be assigned based on the percentage of students meeting targets on the 10th grade district developed assessment.</p> <p>For Grade 11 ELA, 8th grade NYS ELA assessment data will be utilized as a baseline baseline and points will be assigned based on the percentage of students meeting individual growth targets on the 11th Grade Comprehensive English Regents Assessment.</p> <p>William Floyd Developed assessments will be rigorous, aligned with NYS Common Core Standards, and comparable across classrooms. All test security measures will be applied to assessments, and to the extent practicable valid and reliable as defined by the standards of Educational and Psychological Testing. Students' baseline scores will be compared to the final assessment score. Teachers will meet with principal or designee to determine targets for all HEDI Categories.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>A teacher will be rated Highly Effective if 90-100% of verified students meet their target.</p> <p>A Regents teacher will be rated Highly Effective if 90-100% of verified students meet their target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>A teacher will be rated Effective if 62-89% of verified students meet their target.</p> <p>A Regents teacher will be rated Effective if 50-89% of verified students meet their target.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>A teacher will be rated Developing if 45-61% of verified students meet their target.</p>

A Regents teacher will be rated Developing if 38-49% of verified students meet their target.

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

A teacher will be rated Ineffective if 44% or less of verified students meet their target.

A Regents teacher will be rated Ineffective if 37% or less of verified students meet their target.

A teacher will be rated Ineffective: Less than -2.3 standard deviations below average.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
K-12 Art, Music	District, Regional or BOCES-developed	William Floyd Developed K-12 Art/Music Performance Based Assessment (Rubric Scored) K-12
PE K-12	District, Regional or BOCES-developed	William Floyd Developed PE K-12 Fitness Assessment
Grade 8 Algebra Teachers	State Assessment	NYS Common Core Algebra 1 or Integrated Algebra Regents
1-5 Developmental Classes, 3-5 Life Skills, K-2 Life Skills	State-approved 3rd party assessment	AIMSweb ELA and Math
1-5 Developmental classes and Life Skills-Used for when more than 50% of the students in the class	State Assessment	NYSAA ELA and Math
ESL K-12	State Assessment	NYSESLAT
1-5 Reading, K-5 Resource, Leveled Literacy Instruction	State-approved 3rd party assessment	Measures of Academic Progress ELA
9-12 Non-Regents: English, Math, Science, Social Studies	District, Regional or BOCES-developed	William Floyd Developed Assessments
9-12 Foreign Language, Technology, CTE, Business, Health, Family and Consumer Science, NJROTC	District, Regional or BOCES-developed	William Floyd Developed Assessments
9-12 Non Regents Special Education Courses and Resource	District, Regional or BOCES-developed	William Floyd Developed Assessments
6-8 Foreign Language, Family & Consumer Science, Health, Technology	District, Regional or BOCES-developed	William Floyd Developed Assessments
AP Courses English Literature, Calculus, Biology, Chemistry	District, Regional or BOCES-developed	William Floyd Developed Course Specific Assessments
CTE Year 2 Courses	State-approved 3rd party assessment	NOCTI
6-8 Special Education 8:1:1 and 12:1:1	State Assessment	NYSAA ELA and Math
Grade 8 Living Environment Regents, Grade 8 Earth Science Regents	State Assessment	NYS Living Environment Regents, NYS Earth Science Regents
6-8 Resource	State Assessment	6-8 NYS Assessment ELA and Math

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

<p>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.</p>	<p>For all other courses, baseline assessments will be utilized to determine individual growth targets and points will be assigned based on the percentage of students meeting individual growth targets in all HEDI categories.</p> <p>William Floyd Developed assessments will be rigorous, aligned with NYS Common Core Standards, and comparable across classrooms. All test security measures will be applied to assessments, and to the extent practicable valid and reliable as defined by the standards of Educational and Psychological Testing. Students' baseline scores will be compared to the final assessment score.</p> <p>For teachers using district developed assessments, NYSAA for middle school, Regents Exams, NOCTI, teachers will meet with principal or designee to utilize baseline data and determine individual growth targets for all HEDI Categories.</p> <p>For Grade 8 Common Core Algebra I, 7th grade Math State Assessment data will be utilized as a baseline and points will be assigned based on the percentage of students meeting targets on the Algebra I or Integrated Algebra Regents Assessment which ever is higher.</p> <p>For teachers who utilize State approved 3rd party assessments - Measures of Academic Progress for ELA. Measures of Academic Progress HEDI scales will assume a normal distribution of teacher effects centered on 14 from this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .7 standard deviations above average Effective: Less than .7 standard deviations above average and greater than or equal to -1.1 standard deviations below average Developing: Less than -1.1 standard deviations below average and greater than or equal to -2.3 standard deviations below average Ineffective: Less than -2.3 standard deviations below average.</p> <p>For teachers using AIMSweb and NYSAA Grades 1-5, please refer to the attachments.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Refer to attachment 2.11.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Refer to attachment 2.11.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Refer to attachment 2.11.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Refer to attachment 2.11.</p>

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

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2.12) Locally Developed Controls

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

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

No controls.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, March 12, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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.	To assign teachers to HEDI categories, we will utilize State approved 3rd party assessments - Measures of Academic Progress for ELA. HEDI scales will assume a normal distribution of teacher effects.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3.

3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	To assign teachers to HEDI categories, we will utilize State approved 3rd party assessments - Measures of Academic Progress for Math. HEDI scales will assume a normal distribution of teacher effects.
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 3.3.

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA Assessment Grade 5
1	6(ii) School-wide measure computed locally	NYS ELA Assessment Grade 5
2	6(ii) School-wide measure computed locally	NYS ELA Assessment Grade 5
3	4) State-approved 3rd party assessments	Measures of Academic Progress ELA

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.	To assign grade K-2 teachers to HEDI categories, each school's NYS 5th grade ELA assessment achievement results will be utilized. The percentage of students reaching proficiency on the NYS ELA Grade 5 assessment will be calculated for each school. Results will be based on the negotiated scale.
	To assign 3rd grade teachers to HEDI categories, we will utilize State approved 3rd party assessments - Measures of Academic Progress for Math. HEDI scales will assume a normal distribution of teacher effects.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A K-2 teacher will be rated Highly Effective using a School Wide measure based on a negotiated scale for 18-20 points.

	A 3rd grade teacher will be rated Highly Effective: Greater than or equal to .7 standard deviations above average.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>A teacher will be rated Effective using a School Wide measure based on a negotiated scale for 9-17 points.</p> <p>A 3rd grade teacher will be rated Effective: Less than .7 standard deviations above average and greater than or equal to -1.1 standard deviations below average.</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>A teacher will be rated Developing using a School Wide measure based on a negotiated scale for 3-8 points.</p> <p>A 3rd grade teacher will be rated Developing: Less than -1.1 standard deviations below average and greater than or equal to -2.3 standard deviations below average.</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>A teacher will be rated Ineffective using a School Wide measure based on a negotiated scale for 0-2 points.</p> <p>A teacher will be rated Ineffective: Less than -2.3 standard deviations below average.</p>

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA Assessment Grade 5
1	6(ii) School-wide measure computed locally	NYS ELA Assessment Grade 5
2	6(ii) School-wide measure computed locally	NYS ELA Assessment Grade 5
3	4) State-approved 3rd party assessments	Measures of Academic Progress Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>To assign grade K-2 teachers to HEDI categories, each school's NYS 5th grade ELA assessment achievement results will be utilized. The percentage of students reaching proficiency on the NYS ELA Grade 5 assessment will be calculated for each school. Results will be based on the negotiated scale.</p> <p>To assign 3rd grade teachers to HEDI categories, we will utilize State approved 3rd party assessments - Measures of Academic Progress for Math. HEDI scales will assume a normal distribution of teacher effects.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A K-2 teacher will be rated Highly Effective using a School Wide measure based on a negotiated scale for 18-20 points.

A 3rd grade teacher will be rated Highly Effective: Greater than or equal to .7 standard deviations above average.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated Effective using a School Wide measure based on a negotiated scale for 9-17 points.

A 3rd grade teacher will be rated Effective: Less than .7 standard deviations above average and greater than or equal to -1.1 standard deviations below average.

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated Developing using a School Wide measure based on a negotiated scale for 3-8 points.

A 3rd grade teacher will be rated Developing: Less than -1.1 standard deviations below average and greater than or equal to -2.3 standard deviations below average.

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

A teacher will be rated Ineffective using a School Wide measure based on a negotiated scale for 0-2 points.

A teacher will be rated Ineffective: Less than -2.3 standard deviations below average.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 8
7	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 8
8	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 8

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

To assign science 6-8 teachers to HEDI categories, each school's NYS 8th grade ELA assessment achievement results will be utilized. The percentage of students reaching proficiency on the NYS ELA Grade 8 assessment will be calculated for each school. Results will be based on the negotiated scale.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated Highly Effective using a School Wide measure based on a negotiated scale for 18-20 points.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated Effective using a School Wide measure based on a negotiated scale for 9-17 points.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated Developing using a School Wide measure based on a negotiated scale for 3-8 points.

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

A teacher will be rated Ineffective using a School Wide measure based on a negotiated scale for 0-2 points.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 8
7	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 8
8	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 8

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.	To assign social studies 6-8 teachers to HEDI categories, each school's NYS 8th grade ELA assessment achievement results will be utilized. The percentage of students reaching proficiency on the NYS ELA Grade 8 assessment will be calculated for each school. Results will be based on the negotiated scale.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated Highly Effective using a School Wide measure based on a negotiated scale for 18-20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated Effective using a School Wide measure based on a negotiated scale for 9-17 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated Developing using a School Wide measure based on a negotiated scale for 3-8 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated Ineffective using a School Wide measure based on a negotiated scale for 0-2 points.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS 5 Required Regents
Global 2	6(ii) School wide measure computed locally	NYS 5 Required Regents
American History	6(ii) School wide measure computed locally	NYS 5 Required Regents

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.

<p>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.</p>	<p>For High School teachers, HEDI categories will be assigned based on the percentage of students who passed (65) the required Regents' exams for their grade level (9-12). Student progress will be tracked by the number of students meeting the benchmark at the end of the year for their grade level: Freshman year - 2 required Regents exams; Sophomore year - 3 required Regents exams; Junior year - 4 required Regents exams; and Senior year - 5 required Regents exams.</p> <p>For the English required Regents the Comprehensive English Regents will be utilized.</p> <p>For Math required Regents Integrated Algebra Regents or the Common Core Algebra I Regents will be utilized, which ever is higher.</p> <p>Point values will be distributed across the HEDI scale. The HEDI scale range will be determined by the maximum number of points (20) that can be earned. Points will be distributed between 0 and 20.</p> <p>Highly Effective 18-20 = 74.2% or more Effective 9-17 = 69.7% -74.1% Developing 3-8 = 66.7% - 69.6% Ineffective 0-2 = 0% - 66.6%</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated Highly Effective using a School Wide measure based on a negotiated scale for 18-20 points.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated Effective using a School Wide measure based on a negotiated scale for 9-17 points.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated Developing using a School Wide measure based on a negotiated scale for 3-8 points.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated Ineffective using a School Wide measure based on a negotiated scale for 0-2 points.</p>

3.9) High School Science

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Living Environment	6(ii) School wide measure computed locally	NYS 5 Required Regents
Earth Science	6(ii) School wide measure computed locally	NYS 5 Required Regents
Chemistry	6(ii) School wide measure computed locally	NYS 5 Required Regents
Physics	6(ii) School wide measure computed locally	NYS 5 Required Regents

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.

<p>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.</p>	<p>For High School teachers, HEDI categories will be assigned based on the percentage of students who passed (65) the required Regents' exams for their grade level (9-12). Student progress will be tracked by the number of students meeting the benchmark at the end of the year for their grade level: Freshman year - 2 required Regents exams; Sophomore year - 3 required Regents exams; Junior year - 4 required Regents exams; and Senior year - 5 required Regents exams.</p>
	<p>For the English required Regents the Comprehensive English Regents will be utilized.</p>
	<p>For Math required Regents Integrated Algebra Regents or the Common Core Algebra I Regents will be utilized, which ever is higher.</p>
	<p>Point values will be distributed across the HEDI scale. The HEDI scale range will be determined by the maximum number of points (20) that can be earned. Points will be distributed between 0 and 20.</p>
	<p>Highly Effective 18-20 = 74.2% or more Effective 9-17 = 69.7% -74.1% Developing 3-8 = 66.7% - 69.6% Ineffective 0-2 = 0% - 66.6%</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated Highly Effective using a School Wide measure based on a negotiated scale for 18-20 points.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated Effective using a School Wide measure based on a negotiated scale for 9-17 points.</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated Developing using a School Wide measure based on a negotiated scale for 3-8 points.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated Ineffective using a School Wide measure based on a negotiated scale for 0-2 points.</p>

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS 5 Required Regents
Geometry	6(ii) School wide measure computed locally	NYS 5 Required Regents
Algebra 2	6(ii) School wide measure computed locally	NYS 5 Required Regents

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

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

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

<p>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.</p>	<p>For High School teachers, HEDI categories will be assigned based on the percentage of students who passed (65) the required Regents' exams for their grade level (9-12). Student progress will be tracked by the number of students meeting the benchmark at the end of the year for their grade level: Freshman year - 2 required Regents exams; Sophomore year - 3 required Regents exams; Junior year - 4 required Regents exams; and Senior year - 5 required Regents exams.</p> <p>For the English required Regents the Comprehensive English Regents will be utilized.</p> <p>For Math required Regents Integrated Algebra Regents or the Common Core Algebra I Regents will be utilized, which ever is higher.</p> <p>Point values will be distributed across the HEDI scale. The HEDI scale range will be determined by the maximum number of points (20) that can be earned. Points will be distributed between 0 and 20.</p> <p>Highly Effective 18-20 = 74.2% or more Effective 9-17 = 69.7% -74.1% Developing 3-8 = 66.7% - 69.6% Ineffective 0-2 = 0% - 66.6%</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated Highly Effective using a School Wide measure based on a negotiated scale for 18-20 points.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for</p>	<p>A teacher will be rated Effective using a School Wide measure based on a negotiated scale for 9-17 points.</p>

grade/subject.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated Developing using a School Wide measure based on a negotiated scale for 3-8 points.

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

A teacher will be rated Ineffective using a School Wide measure based on a negotiated scale for 0-2 points.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS 5 Required Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS 5 Required Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS 5 Required Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

For High School teachers, HEDI categories will be assigned based on the percentage of students who passed (65) the required Regents' exams for their grade level (9-12). Student progress will be tracked by the number of students meeting the benchmark at the end of the year for their grade level: Freshman year - 2 required Regents exams; Sophomore year - 3 required Regents exams; Junior year - 4 required Regents exams; and Senior year - 5 required Regents exams.

For the English required Regents the Comprehensive English Regents will be utilized.

For Math required Regents Integrated Algebra Regents or the Common Core Algebra I Regents will be utilized, which ever is higher.

Point values will be distributed across the HEDI scale. The HEDI scale range will be determined by the maximum number

of points (20) that can be earned. Points will be distributed between 0 and 20.

Highly Effective 18-20 = 74.2% or more
 Effective 9-17 = 69.7% -74.1%
 Developing 3-8 = 66.7% - 69.6%
 Ineffective 0-2 = 0% - 66.6%

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated Highly Effective using a School Wide measure based on a negotiated scale for 18-20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated Effective using a School Wide measure based on a negotiated scale for 9-17 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated Developing using a School Wide measure based on a negotiated scale for 3-8 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated Ineffective using a School Wide measure based on a negotiated scale for 0-2 points.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-5 Art, Music, PE,	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 5
1-5 Developmental Classes	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 5
1-5 Reading, K-5 Resource, Leveled Literacy Instruction	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 5
K-5 ESL	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 5
6-8 Art, Music, PE, Teachers	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 8
6-8 Foreign Language, Family and Consumer Science, Health and Technology	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 8
6-8 ESL	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 8
6-8 Special Education 8:1:1 and 12:1:1 and Resource	6(ii) School wide measure computed locally	NYS ELA Assessment Grade 8
9-12 Art, Music, PE	6(ii) School wide measure computed locally	NYS 5 Required Regents
9-12 All Other English, Math, Science and Social Studies	6(ii) School wide measure computed locally	NYS 5 Required Regents
9-12 Foreign Language, Technology, CTE, Business, Health, Family and Consumer Science, NJROTC	6(ii) School wide measure computed locally	NYS 5 Required Regents
9-12 Non Regents: Special Education Courses and Resource	6(ii) School wide measure computed locally	NYS 5 Required Regents

AP Courses English Literature, Calculus, Biology, Chemistry	6(ii) School wide measure computed locally	NYS 5 Required Regents
CTE Year 2 Courses	6(ii) School wide measure computed locally	NYS 5 Required Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For High School teachers, HEDI categories will be assigned based on the percentage of students who passed (65) the required Regents' exams for their grade level (9-12). Student progress will be tracked by the number of students meeting the benchmark at the end of the year for their grade level: Freshman year - 2 required Regents exams; Sophomore year - 3 required Regents exams; Junior year - 4 required Regents exams; and Senior year - 5 required Regents exams.</p> <p>For the English required Regents the Comprehensive English Regents will be utilized.</p> <p>For Math required Regents Integrated Algebra Regents or the Common Core Algebra I Regents will be utilized, which ever is higher.</p> <p>Point values will be distributed across the HEDI scale. The HEDI scale range will be determined by the maximum number of points (20) that can be earned. Points will be distributed between 0 and 20.</p> <p>Highly Effective 18-20 = 74.2% or more Effective 9-17 = 69.7% -74.1% Developing 3-8 = 66.7% - 69.6% Ineffective 0-2 = 0% - 66.6%</p> <p>To assign grade K-5 teachers to HEDI categories, each school's NYS 5th grade ELA assessment achievement results will be utilized. The percentage of students reaching proficiency on the NYS ELA Grade 5 assessment will be calculated for each school. Results will be based on the negotiated scale.</p> <p>To assign grade 6-8 teachers to HEDI categories, each school's NYS 8th grade ELA assessment achievement results will be utilized. The percentage of students reaching proficiency on the NYS ELA Grade 8 assessment will be calculated for each school. Results will be based on the negotiated scale.</p>
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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.	A teacher will be rated Highly Effective using a School Wide measure based on a negotiated scale for 18-20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated Effective using a School Wide measure based on a negotiated scale for 9-17 points.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A teacher will be rated Developing using a School Wide measure based on a negotiated scale for 3-8 points.

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

A teacher will be rated Ineffective using a School Wide measure based on a negotiated scale for 0-2 points.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1012380-y92vNseFa4/WFSD 5PM -3.13 Local HEDI 3.11.14.docx

3.14) Locally Developed Controls

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

No Controls.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with more than one locally selected measure will have their point totals weighted proportionately based on student rosters.

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 Tuesday, April 30, 2013

Updated Wednesday, March 12, 2014

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.)

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric (2012 Edition)
Second Rubric, if applicable	Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Summary of OTHER 60 points- Multiple Measures

Observations:

1. We will use the NYSUT Rubric 2012 Edition, which will be used to assess teacher performance based on the NYS teaching

standards. Videotaping of observations will not be used as a method to collect evidence. Evidence will be collected through multiple classroom observations. Evidence gathered by the teachers for the 60 points can be submitted to administrators throughout the year, but no later than the first Friday in May.

2. The observation forms currently in the collective bargaining agreement will be utilized. The observation form for the non-tenured teachers will include the ratings in the original form located in the Teachers' contract (Exceeds Professional Standards, Meets Professional Standards, Requires Improvement, Does Not Meet Professional Standards). The checklist will be utilized for unannounced observations.

3. Focus of the observation: The observer will focus on the seven (7) teaching standards and the rubric when writing about the strengths or growth areas of the lesson.

4. Timing of observations:

- a) A building administrator will meet with each teacher in the fall for an evaluation/self-reflection meeting, this meeting must precede the 1st observation.
- b) Observations will not occur before/after a holiday/break, unless the teacher agrees to have them at this time.
- c) All observations will conclude by June 1st, unless there are extraordinary circumstances preventing them from occurring (e.g. teacher on a leave).

5. Pre-Conference Meeting/communication:

- a) Optional pre-conference communication- for announced observations, all teachers will have the option of emailing the administrator, in advance of the observation, a summary of relevant class information, (ex: nature of the class, range of student abilities, strategies to differentiate instruction, plan for activities/changing activities based on student needs) or a modified page 8 from TED document.
- b) Required pre-conference meeting- Administrators will determine if a pre-conference meeting is necessary, for teachers on TIPs (Teacher Improvement Plan) and 1st year teachers.

6. Observations

The TED documents will be used as a guide.

Teachers have the right to prepare a rebuttal to the observation. The rebuttal must be submitted to the administrator no later than 30 days from receiving the written observation.

When there is more than one teacher in a classroom (i.e. co teaching model), the administrator will announce who they are there to observe.

Announced Observations- will be formally written up.

- a. A post observation conference must occur within 3-5 workdays after the observation.
- b. The Observation report must be completed within 5 workdays after the post observation conference.
- c. The observation will last one (1) class period, a minimum of 30 minutes and maximum of 45 minutes.
- d. Tenured teachers will receive one (1) announced observation per school year. Teachers will be given one (1) week notice on the Friday prior to the observation being conducted unless Friday is a holiday, in which case notice will be given on the last day of school that week. If a teacher does not want to be notified one week prior to the announced observation they will have the option of notifying the administrator in September, by filling out the District form regarding observations. This form will be sent out the first week of school.
- e. Non-tenured teachers will receive a total of 3-5 announced observations, as per the current collective Bargaining Agreement. These observations may be scheduled or impromptu.

Unannounced Observations- will be written up using an observation checklist

- a. Tenured teachers will receive one (1) unannounced observation
- b. Teachers will not receive notice as to when the observation will take place.
- c. The Observation report must be completed within 5 workdays after the observation. Once the observation is complete and the observation report is given to the teacher, a post observation conference is optional (at the request of the teacher/administrator). If the decision is made to have a post observation conference it must occur within 5 workdays after the observation report is given to the teacher.
- d. The observation will last a minimum of 20 minutes and maximum of 30 minutes.
- e. Non-tenured teachers will not receive any unannounced observations.

7. Informal Observations- Informal observations will be conducted in accordance with the existing contract language. However, there is an addition that an Administrator can take notes and address, in writing, when they observe a concerning behavior or observe something positive. These written summaries will not be placed in the personnel file, but will be given to the teacher.

8. The district will develop a process to ensure observations are appropriately spaced out. All other terms and conditions in the current collective bargaining agreement pertaining to observations will apply, unless modified above.

Evaluation Process

1. Spring- Summative Evaluation Conferences: During the month of June all teachers will have a summative evaluation conference with a building administrator. The focus of the meeting will be a discussion of the results for the local 20 points (if available) and 60 points from the rubric results.
2. Summer - Rankings will be sent to teachers as per NYS regulation, grades 4-8.
3. Fall - Evaluation/self-reflection Meeting: Beginning in September all teachers will have an evaluation meeting with a building administrator. Discussions will focus on:
 - a) Self- Reflection (TED form page 5) and their overall composite score 100 points (state student achievement measure 20 points, local student achievement measure 20 points and other multiple measures 60 points);
 - b) Conversation regarding what forms will be used during observations (Standard 2,3,4,5 of the rubric and TED pages 6-20);
 - c) For teachers required to complete SLO's there will be a conversation regarding student targets.
 - d) Evaluation forms will include: End of Year cover sheet only from the existing contract and TED checklist 30, 31, 32,
 - e) For Social Workers, Guidance Counselors, Psychologists, Librarians and Speech Teachers the existing evaluation forms will be used.
4. The 60 points will be obtained through a combination of observations and other sources of evidence as identified in the NYSUT Rubric. The 60 points will be assigned based on a conversion chart. All Rounding Rules will apply and in no instance will rounding cause movement between HEDI bands. Indicator evidence is collected and rated for each observation. At the conclusion of the year, the ratings from each observation are considered and each indicator is scored 1-4. All of the rubric scores for each indicator are totaled and divided by the number of indicators and then applied to the conversion chart.

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

[assets/survey-uploads/12179/1012381-eka9yMJ855/Teacher Conversion Chart.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Based on the NYSUT rubric teachers will be observed formally and informally to gather evidence to support the rating of highly effective. Observations and evidence will be aligned to the NYS teaching standards and earn an overall score of 59-60 points. All Rounding Rules will Apply.
Effective: Overall performance and results meet NYS Teaching Standards.	Based on the NYSUT rubric teachers will be observed formally and informally to gather evidence to support the rating of effective. Observations and evidence will be aligned to the NYS teaching standards and earn an overall score of 57-58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Based on the NYSUT rubric teachers will be observed formally and informally to gather evidence to support the rating of developing. Observations and evidence will be aligned to the NYS teaching standards and earn an overall score of 50-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Based on the NYSUT rubric teachers will be observed formally and informally to gather evidence to support the rating of ineffective. Observations and evidence will be aligned to the NYS teaching standards and earn an overall score of 0-49 points.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	5
Informal/Short	5
Enter Total	10

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

Formal/Long	2
Informal/Short	1
Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Friday, February 14, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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Updated Wednesday, February 26, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/128659-Df0w3Xx5v6/WFSD Teacher Improvement 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:

A. Teacher Appeal Procedure

William Floyd School District Teacher Appeals Process

This Agreement is made by and between the William Floyd School District (“District”) and the William Floyd United Teachers’ Association (“Association”), collectively referred to herein as the “Parties”.

In order to implement the requirements of N.Y. Education Law § 3012-c, the District and the Association hereby agree as follows:

Right to Appeal

A teacher may appeal his or her Annual Professional Performance Review and the issuance and/or implementation of a legally required improvement plan (TIP) in accordance with the procedures and conditions set forth in this Agreement. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher’s performance review and/or TIP.

Scope Performance Review Appeals

(1) Only a teacher who receives a rating of "developing" or "ineffective" on the composite score may appeal his or her performance review. Ratings of “highly effective” or “effective” cannot be appealed.

(2) A teacher may appeal only the substance of his or her performance review, the District’s adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, compliance with procedures applicable to the conduct of performance reviews set forth in the District’s annual professional performance review plan, the issuance of a TIP and/or the implementation of the terms of a TIP.

(3) Appeals related to the issuance of a TIP shall be limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans.

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

(5) Only tenured teachers may file an appeal. Non-tenured teachers will have the right to add a response to the annual evaluation or TIP, which will be kept in his/her personnel file with the annual evaluation.

Timelines for the Commencement of an Initial Appeal

(1) If a teacher receives an annual professional performance review rating of “ineffective” or “developing” wants to contest the determination, the teacher’s appeal must be filed within five (5) working days of the date when the teacher receives it. The attached appeal form must be completed and handed in to begin the initial appeal.

(2) Appeals concerning the issuance of a TIP plan must be filed within five (5) working days of the District’s alleged failure to comply with the requirements prescribed in applicable law and regulations for the issuance of improvement plans either in whole or in part.

(3) Appeals concerning implementation of the terms of a TIP must be filed within five (5) working days from the date of the District’s alleged failure to implement the terms of the TIP in either in whole or in part.

Filing of an Initial Appeal to the Administrator who completed the Evaluation

(1) A teacher wishing to commence an initial appeal must submit, in writing using the attached appeal form, to the Administrator performing the Annual Professional Performance Review or Teacher Improvement Plan or his/her designee, a detailed description of the precise point(s) of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Along with the detailed description of the precise point(s) of disagreement, the teacher must include any and all additional documents or written materials specific to the point(s) of disagreement that support the teacher’s appeal and are relevant to the resolution of the appeal including the particular performance review and/or improvement plan, as appropriate. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(2) Within ten (10) working days of receipt of the appeal, the Administrator conducting the Annual Professional Performance Review or Teacher Improvement Plan shall submit a written determination, noted on the appeal form.

Filing of an Appeal to the Superintendent

(1) – A Request is made to the Superintendent to assemble a review committee - If the teacher disagrees with the determination of the

Administrator following the initial appeal, the teacher may submit a copy of the appeal form, within five (5) working days, and a written statement explaining in detail the basis for disagreement with the determination to the Superintendent. Along with the detailed description of the precise point(s) of disagreement, the teacher must include any and all additional documents or written materials specific to the point(s) of disagreement that support the teacher's appeal and are relevant to the resolution of the appeal including the particular performance review and/or improvement plan, as appropriate. The teacher must notify the Superintendent that they want to attend the review committee meeting at the time of their appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. The Superintendent will begin the process to assemble the review committee and he/she will forward this information to the review committee.

(2)The Superintendent assembles an APPR Review Committee

The affected teacher's appeal will be reviewed by an internal APPR Review Committee. The Committee make up shall be:

- a. Two administrators, certified to conduct evaluations, appointed by the Superintendent of his/her designee. The administrators appointed shall not be the administrator who authorized the evaluation.
- b. Two tenured teachers appointed by the President of WFUT or his/her designee.

The committee makes a recommendation to the Superintendent of Schools which may include a modification of the TIP, and/or the calculation of the composit score, along with their rationale for the same. The review shall be completed within ten (10) working days of delivery of the written request for review to the committee. The teacher will have the opportunity to speak to the committee regarding their original appeal and discuss their supporting papers. The Committee may also request to meet with the Administrator who prepared the evaluation.

The committee's written recommendation shall be transmitted to the Superintendent using the appeal form. There are four options for the committee to recommend: (1) Recommendation to grant fully -this means the committee reached consensus (meaning all four (4) members agree on the recommendation) on agreement with all points of the appeal; (2) Recommendation to grant partially - this means the committee reached consensus on agreement with some points of the appeal; (3) No recommendation - this means no consensus was reached on any of the points of the appeal; and (4) Denied Fully-this means consensus was reached to deny all points of the appeal.

(3)The Superintendent will review the recommendations of the Review Committee and make a final decision.

The Superintendent shall consider the written review recommendation of the committee and shall issue a written decision within ten (10) working days thereof. The written decision from the Superintendent will include the Appeal form along with a memo of his/her decision. The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitral, nor reviewable in any other forum other than defenses and/or challenges provided under law, including but not limited to Education Law 3020-a. Notwithstanding any other provision of this Agreement, the teacher bringing the appeal bears the burden of proving by evidence the merits of his or her appeal.

Our District assures the appeal process will be timely and expeditious in compliance with Education Law 3012-c.

Retention of District Rights

(1) An appeal or determination under this Agreement shall be exempt from the grievance and/or arbitration procedure of the Parties' Collective Bargaining Agreement.

(2) This appeals procedure shall not in any way restrict or affect the District's non-reviewable authority to terminate the appointment of, or deny tenure to, a probationary teacher, for statutorily permissible reasons other than performance, and any such termination or denial shall not in any way be subject to Article III of the Parties' Collective Bargaining Agreement.

(3) The fact that a performance review is under appeal shall not delay or otherwise affect the process of formulating and implementing a Teacher Improvement Plan.

William Floyd School District
Teacher Annual Personnel Performance Review Appeal Form

Name: _____ School: _____
Subject Area: _____ Date of initial appeal request: _____
Administrator responsible for conducting the review: _____

Description of precise points of disagreement:

additional sheet(s) if necessary).

List of additional documentation attached: _____

Signature of Teacher: _____

Determination of Initial Appeal: _____

Signature of Administrator: _____ Date: _____

Reason(s) for Initial Appeal determination: _____

Teacher: Check appropriate box(s) below:

I am satisfied with the initial appeal decision

I am unsatisfied with the initial appeal decision and request that the Superintendent and the President of the William Floyd United Teachers assemble a review panel to reconsider my appeal and make a recommendation to the Superintendent of Schools who will make a final decision.

I wish to attend the review committee meeting.

Teacher Signature: _____ Date: _____

Recommendation to the Superintendent of schools by the APPR review committee, check one: There are four options for the committee to recommend:

Recommendation to grant fully -this means the committee reached consensus (meaning all four (4) members agree on the recommendation) on agreement with all points of the appeal.

Recommendation to grant partially - this means the committee reached consensus on agreement with some points of the appeal.

No recommendation - this means no consensus was reached on any of the points of the appeal.

Denied Fully-this means consensus was reached to deny all points of the appeal.

Signature of Administrators:

Name: Signature: _____ Date: _____

Name: Signature: _____ Date: _____

Signature of Teachers:

Name: Signature: _____ Date: _____

Name: Signature: _____ Date: _____

Reason(s) for Committee Appeal determination: _____

Determination of Superintendent: _____

Signature of Superintendent: _____ Date: _____

Reason(s) for Superintendent's Appeal determination are described in the attached memo.

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

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

F. Evaluator Training-

All evaluators will be appropriately trained before conducting an evaluation, but only lead evaluators will be certified to conduct evaluations. The District's plan will describe the duration and nature of the training provided to evaluators and lead evaluators and the process for certifying lead evaluators.

To qualify for certification as a lead evaluator, an individual must successfully complete the training program described below. Lead evaluators will also be recertified each year to ensure inter-rater reliability. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete an evaluation. Administrators are expected to collect evidence to support their evaluator status. This evidence can include, but is not limited to, certificates of attendance, copies of materials disseminated in trainings and artifacts that support understanding and learning.

"Lead Evaluator"

The lead evaluator is the primary person responsible for conducting and completing a teacher's evaluation. Typically, the lead evaluator is the person who completes and signs the summative annual professional performance review. To the extent possible, the principal or his/her designee should be the lead evaluator of a classroom teacher.

“Evaluator”

An evaluator is any individual, who conducts an evaluation of a teacher, including any person who conducts an observation or assessment as part of a teacher evaluation. For teachers, an evaluator must be a principal, other trained administrator, trained in-school peer teacher, or other trained independent evaluator.

*Evaluators can move to the next level as lead evaluators if they meet qualifications at the Superintendent’s discretion.

Re-certification: Administrators will be re-certified as a part of their end of the year evaluation. Each administrator will be expected to demonstrate an understanding of the relevant elements (as defined below).

LEAD EVALUATORS will be the: Superintendent, Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education, Assistant Superintendent for Human Resources, Director of Special Education, Principals, Coordinators and Director of STEM.

Training requirements: In order to become certified the administrator is expected to accumulate a total of 15 points by attending William Floyd School District/External professional development workshops that provide an understanding of elements 1-9, described below.

1. NYS Teaching Standards, and their related elements and performance indicators (1 point required)
2. Evidence-based observation techniques grounded in research (1 point required)
3. Application and use of the student growth percentile model and the value-added growth model (1 point required)
4. Application and use of the Teacher practice rubric (NYSUT) for use in evaluations, including training on the effective application of such rubrics to observe a teacher's practice (1 point required)
5. Application and use of any assessment tools used to evaluate teachers, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc. (1 point required)
6. Application and use of any State-approved locally-selected measures of student achievement used by the school district to evaluate its teachers (1 point required)
7. Use of the Statewide Instructional Reporting System (1 point required)
8. Scoring methodology utilized by the Department and/or the district to evaluate a teacher 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 for designated rating categories used for the teacher's overall rating and their subcomponent ratings (1 point required)
9. Specific considerations in evaluating teachers of English language learners and students with disabilities (1 point required)
10. Other - Demonstration of Understanding (6 points required)
 - 1) Learning circles (1 point for each lesson observed). At least four (4) administrators must be in each group, identify lesson observed and provide an analysis based on elements 1, 2, 4. Other programs will be explored such as Elevate.
 - 2) Participation in the development of the District's APPR Plan (10 hours = 1 point)
 - 3) Prior to September show 5 Observations that align with elements 1, 2, 4 (1 point)
 - 4) Conduct Presentation/trainings for colleagues (1 point for each presentation)

EVALUATORS will be the: Directors and Assistant Superintendent for Business, Assistant Principals and Assistant Directors

Training requirements: The administrator is expected to accumulate a total of 10 points by attending William Floyd School District/External professional development workshops that provide an understanding described below.

1. NYS Teaching Standards, and their related elements and performance indicators (1 point required)
2. Evidence-based observation techniques grounded in research (1 point required)
3. Application and use of the student growth percentile model and the value-added growth model (0 point required)
4. Application and use of the Teacher practice rubric (NYSUT) for use in evaluations, including training on the effective application of such rubrics to observe a teacher’s practice (1 point required must attend WFSD workshop)

5. Application and use of any assessment tools used to evaluate teachers, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc. (1 point required)
 6. Application and use of any State-approved locally-selected measures of student achievement used by the school district to evaluate its teachers (0 point required)
 7. Use of the Statewide Instructional Reporting System (0 point required)
 8. Scoring methodology utilized by the Department and/or the district to evaluate a teacher 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 overall rating and their subcomponent ratings (1 point required must attend WFSD workshop)
 9. Specific considerations in evaluating teachers of English language learners and students with disabilities (1 point required)
 10. Other – Demonstration of Understanding (4 points required)
 - 1) Learning circles (1 point for each lesson observed). At least four (4) administrators must be in in each group, identify lesson observed and provide an analysis based on elements 1, 2, 4. Other programs will be explored such as Elevate.
 - 2) Prior to September show 5 Observations that align with elements 1, 2, 4 (1 point)
- Training will be at least 3-5 days.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

No Controls.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress K-1 (Primary Grades) and Measures of Academic Progress 2-5 ELA and Math Assessment
K-5	(d) measures used by district for teacher evaluation	William Floyd Developed K-5 Assessments for all other teachers
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress Grades 6-8 ELA and Math Assessment
6-8	(d) measures used by district for teacher evaluation	William Floyd Developed 6-8 Assessments for all other teachers
6-8	(d) measures used by district for teacher evaluation	NYS Living Environment, Earth Science, Common Core Algebra I and integrated Regents Assessments
9-12	(d) measures used by district for teacher evaluation	William Floyd Developed 9-12 Assessments for all other teachers
9-12	(d) measures used by district for teacher evaluation	All NYS Regents Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The principal's will receive a score based on the percentage of students who meet their individual growth targets set at the beginning of the school year on the following assessments for K-5 : Measures of Academic Progress assessments and William Floyd Developed assessments. For Grades 6-8, Measures of Academic Progress assessments; NYS Regents assessments
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listed above, and William Floyd Developed assessment. For Grades 9-12: All NYS Regents assessments, and William Floyd Developed assessment. Students' baseline scores will be compared to end of year assessment results to measure student growth. Principals will meet with their supervisors in the fall to determine individual growth targets for all HEDI categories.

For Regents English courses the Comprehensive English Regents will be utilized.

For Algebra I courses Integrated Algebra Regents or the Common Core Algebra I Regents will be utilized, whichever is higher.

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

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

(No response)

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

assets/survey-uploads/12190/1012385-qBFVOWF7fC/8.1 PRINCIPAL HEDI_1.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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No Controls.

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.

Principals' locally selected measures will be based on the overall percentage of students meeting targets on each exam.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

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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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Evaluations of building principals will be based on multiple measures aligned with the Educational Leadership Policy Standards. A principal's performance will be assessed using the Multidimensional Principal Performance Rubric (60 points). This assessment will be conducted by the building principal's supervisor each year and will incorporate one school visit and at least two other sources of evidence from the following options: structured feedback from principals, students, and/or families; school visits by other trained evaluators; review of school documents, records, and/or state accountability processes; and/or other locally-determined sources. Indicator evidence is collected and evaluated using the rubric and scored 1-4. All of the rubric scores for each indicator are totaled and divided by the number of indicators and then applied to the conversion chart.

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/12205/1012386-pMADJ4gk6R/9.7 Principal Points Conversion 60 pts Rubric \(1\).pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	A Highly Effective rating is achieved by demonstrating exemplary performance in the following Domains: 1) Shared Vision of Learning; 2) School Culture and Instructional Program; 3) Safe, Efficient, Effective Learning Environment, 4) Community; 5) Integrity, Fairness, Ethics; 6) Political, Social, Economic, Legal and Cultural Context; and Other
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Effective: Overall performance and results meet standards.	An Effective rating is achieved by demonstrating strong performance in the following Domains: 1) Shared Vision of Learning; 2) School Culture and Instructional Program; 3) Safe, Efficient, Effective Learning Environment, 4) Community; 5) Integrity, Fairness, Ethics; 6) Political, Social, Economic, Legal and Cultural Context; and Other
Developing: Overall performance and results need improvement in order to meet standards.	A Developing rating is achieved by demonstrating a need for improvement in performance in the following Domains: 1) Shared Vision of Learning; 2) School Culture and Instructional Program; 3) Safe, Efficient, Effective Learning Environment, 4) Community; 5) Integrity, Fairness, Ethics; 6) Political, Social, Economic, Legal and Cultural Context; and Other
Ineffective: Overall performance and results do not meet standards.	An Ineffective rating is achieved by demonstrating poor performance in the following Domains: 1) Shared Vision of Learning; 2) School Culture and Instructional Program; 3) Safe, Efficient, Effective Learning Environment, 4) Community; 5) Integrity, Fairness, Ethics; 6) Political, Social, Economic, Legal and Cultural Context; and Other.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, February 14, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/128663-Df0w3Xx5v6/WFSDPrincipal Improvement Plan.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:

D. Principal Appeal Process

William Floyd School District Principal Appeals Process

This Agreement is made by and between the William Floyd School District (“District”) and the William Council of Administrators and Supervisors (“CAS”), collectively referred to herein as the “Parties”.

In order to implement the requirements of N.Y. Education Law § 3012-c, the District and the Association hereby agree as follows:

Right to Appeal

A Principal may appeal his or her Annual Professional Performance Review and the issuance and/or implementation of a legally required improvement plan (PIP) in accordance with the procedures and conditions set forth in this Agreement. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a Principal’s performance review and/or PIP.

Scope Performance Review Appeals

- (1) Only a Principal who receives a rating of "developing" or "ineffective" on the composite score may appeal his or her performance review. Ratings of “highly effective” or “effective” cannot be appealed.
- (2) A Principal may appeal only the substance of his or her performance review, the District’s adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, compliance with procedures applicable to the conduct of performance reviews set forth in the District’s annual professional performance review plan, the issuance of a PIP and/or the implementation of the terms of a PIP.
- (3) Appeals related to the issuance of a PIP shall be limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans.
- (4) A Principal may not file multiple appeals regarding the same performance review or PIP. All grounds for appealing a particular performance review or PIP must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- (5) Only tenured Principals may file an appeal. Non-tenured Principals will have the right to add a response to the annual evaluation or PIP, which will be kept in his/her personnel file with the annual evaluation.

Timelines for the Commencement of an Initial Appeal

- (1) If a Principal receives an annual professional performance review rating of “ineffective” or “developing” and disagrees with the determination, the Principal’s appeal must be filed within five (5) working days of the date when the Principal receives it. The attached appeal form must be completed and handed in to begin the initial appeal.
- (2) Appeals concerning the issuance of a PIP plan must be filed within five (5) working days of the District’s alleged failure to comply with the requirements prescribed in applicable law and regulations for the issuance of improvement plans either in whole or in part.
- (3) Appeals concerning implementation of the terms of a PIP must be filed within five (5) working days from the date of the District’s alleged failure to implement the terms of the PIP in either in whole or in part.

Filing of an Initial Appeal

- (1) A Principal wishing to commence an initial appeal must submit, in writing using the attached appeal form, to the Administrator performing the Annual Professional Performance Review or Principal Improvement Plan or his/her designee, a detailed description of the precise point(s) of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Along with the detailed description of the precise point(s) of disagreement, the Principal must include any and all additional documents or written materials specific to the point(s) of disagreement that support the Principal’s appeal and are relevant to the resolution of the appeal including the particular performance review and/or improvement plan, as appropriate. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.
- (2) Within ten (10) working days of receipt of the appeal, the Administrator conducting the Annual Professional Performance Review or Principal Improvement Plan shall submit a written determination, noted on the appeal form.

Filing of an Appeal to the Superintendent

Step 1 - Superintendent - If the Principal disagrees with the determination of the Administrator following the initial appeal, the Principal may submit a copy of the appeal form, within five (5) working days, and a written statement explaining in detail the basis for disagreement with the determination to the Superintendent. Along with the detailed description of the precise point(s) of disagreement, the Principal must include any and all additional documents or written materials specific to the point(s) of disagreement that support the Principal’s appeal and are relevant to the resolution of the appeal including the particular performance review and/or improvement plan, as appropriate. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. The Superintendent will begin the process to assemble the review committee and he/she will forward this information to the review committee.

Step 2- APPR Review Committee

The affected Principal’s appeal will be reviewed by an internal APPR Review Committee. The Committee make up shall be:

- a. Two District Office administrators, certified to conduct evaluations, appointed by the Superintendent of his/her designee. The administrators appointed shall not be the administrator who authorized the evaluation.

b. Two tenured Principals appointed by the President of WFUT or his/her designee.

The committee may recommend a modification of the PIP, and/or of the rating, along with their rationale for the same. The review shall be completed within ten (10) working days of delivery of the written request for review to the committee. The Principal will have the opportunity to speak to the committee regarding their original appeal and discuss their supporting papers. The Committee may also request to meet with the Administrator who prepared the evaluation.

The committee shall reach its findings using a consensus model, which means all four (4) members must agree on the determination. The committee's written recommendation shall be transmitted to the Superintendent and the unit member upon completion. If consensus is not reached, the committee shall submit the opposing viewpoints in writing to the evaluator, the appellant, the Association president, and the Superintendent.

Step 3- Superintendent

The Superintendent shall consider the written review recommendation of the committee and shall issue a written decision within ten (10) working days thereof. The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitral, nor reviewable in any other forum other than defenses and/or challenges provided under law, including but not limited to Education Law 3020-a.

Notwithstanding any other provision of this Agreement, the Principal bringing the appeal bears the burden of proving by evidence the merits of his or her appeal.

Our District assures the appeal process will be timely and expeditious in compliance with Education law 3012-c.

Retention of District Rights

(1) An appeal or determination under this Agreement shall be exempt from the grievance and/or arbitration procedure of the Parties' Collective Bargaining Agreement.

(2) This appeals procedure shall not in any way restrict or affect the District's non-reviewable authority to terminate the appointment of, or deny tenure to, a probationary Principal, for statutorily permissible reasons other than performance, and any such termination or denial shall not in any way be subject to Article III of the Parties' Collective Bargaining Agreement.

(3) The fact that a performance review is under appeal shall not delay or otherwise affect the process of formulating and implementing a Principal Improvement Plan.

William Floyd School District
Principal Annual Personnel Performance Review Appeal Form

Name: _____ School: _____
Subject Area: _____ Date of initial appeal request: _____
District Office Administrator responsible for conducting review: _____

Description of precise points of disagreement:

additional sheet(s) if necessary).

List of additional documentation attached: _____

Signature of Principal: _____

Determination of Initial Appeal: _____

Signature of District Office Administrator: _____ Date: _____

Reason(s) for Initial Appeal determination: _____

Principal: Check appropriate box below:

I am satisfied with the initial appeal decision

I am unsatisfied with the initial appeal decision and request that the Superintendent and the President of CAS assemble a review panel to reconsider my appeal and make a recommendation to the Superintendent of Schools who will make a final decision.

Principal Signature: _____ Date: _____

Recommendation of APPR review committee, circle one: (Denied) (Revised) or (No Consensus)

Signature of District Office Administrators:

Name: Signature: _____ Date: _____

Name: Signature: _____ Date: _____

Signature of Principals:

Name: Signature: _____ Date: _____

Name: Signature: _____ Date: _____

Reason(s) for Committee Appeal determination:

Principal: Check appropriate box below:

I am satisfied with decision of the APPR review committee

I am unsatisfied with the APPR review committee and request that the Superintendent reconsider my appeal

Principal Signature: _____ Date: _____

Determination of Superintendent: _____

Signature of Superintendent: _____ Date: _____

Reason(s) for Superintendent's Appeal determination:

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

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

F. Evaluator Training-

All evaluators will be appropriately trained before conducting an evaluation, but only lead evaluators will be certified to conduct evaluations. The District's plan will describe the duration and nature of the training provided to evaluators and lead evaluators and the process for certifying lead evaluators.

To qualify for certification as a lead evaluator, an individual must successfully complete the training program described below. Lead evaluators will also be recertified each year to ensure inter-rater reliability. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete an evaluation. Administrators are expected to collect evidence to support their evaluator status. This evidence can include, but is not limited to, certificates of attendance, copies of materials disseminated in trainings and artifacts that support understanding and learning.

"Lead Evaluator"

The lead evaluator is the primary person responsible for conducting and completing a teacher or principal's evaluation. Typically, the lead evaluator is the person who completes and signs the summative annual professional performance review. To the extent possible, the principal or his/her designee should be the lead evaluator of a classroom teacher. To the extent possible, the lead evaluator of a principal should be the superintendent or his/her designee.

"Evaluator"

An evaluator is any individual, who conducts an evaluation of a principal, including any person who conducts an observation or assessment as part of a principal evaluation. For principals, an evaluator must be the building principal's supervisor or a trained independent evaluator or a trained administrator.

*Evaluators can move to the next level as lead evaluators if they meet qualifications at the Superintendent's discretion.

Re-certification: Administrators will be re-certified as a part of their end of the year evaluation. Each administrator will be expected to demonstrate an understanding of the relevant elements (as defined below).

LEAD EVALUATORS will be the: Superintendent, Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education, Assistant Superintendent for Human Resources, and Director of Special Education.

Training requirements: In order to become certified the administrator is expected to accumulate a total of 15 points by attending William Floyd School District/External professional development workshops that provide an understanding of elements 1-9. It is important to note that 1 workshop may cover multiple elements; therefore it is not necessary to attend a separate workshop for each required element.

1. ISLLC standards and their related functions (1 point required)
2. Evidence-based observation techniques grounded in research (1 point required)
3. Application and use of the student growth percentile model and the value-added growth model (1 point required)
4. Application and use of the principal practice rubric (Multidimensional) for use in evaluations, including training on the effective application of such rubrics to observe a principal's practice (1 point required)
5. Application and use of any assessment tools used to evaluate 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. (1 point required)
6. Application and use of any State-approved locally-selected measures of student achievement used by the school district to evaluate its principals (1 point required)
7. Use of the Statewide Instructional Reporting System (1 point required)
8. Scoring methodology utilized by the Department and/or the district to evaluate a 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 principals' overall rating and their subcomponent ratings (1 point required)
9. Specific considerations in evaluating principals of English language learners and students with disabilities (1 point required)
10. Other – Demonstration of Understanding (6 points required)
 - 1) Participation in the development of the District's APPR Plan (10 hours = 1 point)
 - 2) School Visits aligned with the Multidimensional Rubric (1 point per school)
 - 3) Conduct Presentation/trainings for colleagues (1 point for each presentation)

EVALUATORS will be the: Directors and the Assistant Superintendent for Business.

Training requirements: The administrator is expected to accumulate a total of 10 points by attending William Floyd School District/External professional development workshops that provide an understanding of the elements described below. It is important to note that 1 workshop may cover multiple elements; therefore it is not necessary to attend a separate workshop for each required element.

1. ISLLC standards and their related functions (1 point required)
2. Evidence-based observation techniques grounded in research (1 point required)
3. Application and use of the student growth percentile model and the value-added growth model (0 point required)
4. Application and use of the principal practice rubric (Multidimensional) for use in evaluations, including training on the effective application of such rubrics to observe a principal's practice (1 point required)
5. Application and use of any assessment tools used to evaluate 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. (1 point required)
6. Application and use of any State-approved locally-selected measures of student achievement used by the school district to evaluate its principals (0 point required)
7. Use of the Statewide Instructional Reporting System (0 point required)
8. Scoring methodology utilized by the Department and/or the district to evaluate a 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 principals' overall rating and their subcomponent ratings (1 point required)

9. Specific considerations in evaluating principals of English language learners and students with disabilities (1 point required)

10. Other – Demonstration of Understanding (4 points required)

1) Participation in the development of the District's APPR Plan (10 hours = 1 point)

2) Conduct Presentation/trainings for colleagues (1 point for each presentation)

Training will be at least 3-5 days.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, March 12, 2014

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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

<assets/survey-uploads/12158/1097939-3Uqgn5g9Iu/WFSD Cert Form 3.12.14.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.

NWEA ELA and Math

All K-2 classroom teachers

Valued Added NWEA Scale

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	13	12	11	10	9
≥ 1.1	$\geq 0.9 - < 1.1$	$\geq 0.7 - < 0.9$	$\geq 0.5 - < 0.7$	$\geq 0.3 - < 0.5$	$\geq 0.1 - < 0.3$	$\geq -0.1 - < 0.1$	$\geq -0.3 - < -0.1$	$\geq -0.5 - < -0.3$	$\geq -0.7 - < -0.5$	$\geq -0.9 - < -0.7$	$\geq -1.1 - < -0.9$

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
$\geq -1.3 - < -1.1$	$\geq -1.5 - < -1.3$	$\geq -1.7 - < -1.5$	$\geq -1.9 - < -1.7$	$\geq -2.1 - < -1.9$	$\geq -2.3 - < -2.1$	$\geq -2.5 - < -2.3$	$\geq -2.7 - < -2.5$	< -2.7

NWEA ELA

1-5 Reading, K-5 Resource, Leveled Literacy Instruction

Valued Added NWEA Scale

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	13	12	11	10	9
≥ 1.1	$\geq 0.9 - < 1.1$	$\geq 0.7 - < 0.9$	$\geq 0.5 - < 0.7$	$\geq 0.3 - < 0.5$	$\geq 0.1 - < 0.3$	$\geq -0.1 - < 0.1$	$\geq -0.3 - < -0.1$	$\geq -0.5 - < -0.3$	$\geq -0.7 - < -0.5$	$\geq -0.9 - < -0.7$	$\geq -1.1 - < -0.9$

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
$\geq -1.3 - < -1.1$	$\geq -1.5 - < -1.3$	$\geq -1.7 - < -1.5$	$\geq -1.9 - < -1.7$	$\geq -2.1 - < -1.9$	$\geq -2.3 - < -2.1$	$\geq -2.5 - < -2.3$	$\geq -2.7 - < -2.5$	< -2.7

Secondary HEDI

Grade 8 Algebra I (Integrated Algebra Regents or Common Core Algebra I), Grade 8 Living Environment Regents, Grade 8 Earth Science Regents, High School Science Regents, High School Math Regents, and Grade 11 ELA Comprehensive English Regents, High School Social Studies Regents

- Highly Effective = 18-20 (90-100% of students meet SLO Targets)**
- Effective = 9-17 (50-89% of students meet SLO Targets)**
- Developing = 3-8 (38-49% of students meet SLO Targets)**
- Ineffective = 0-2 (0-37% of students meet SLO Targets)**

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
≥96%	95-93%	92-90%	89-85%	84-80%	79-75%	74-70%	69-65%	64-60%	59-55%	52-54%	50-51%	48-49%	46-47%	45-44%	43-42%	41-40%	39-38%	37-36%	35-30%	<30%

HEDI

Grades 6-8: Science, Social Studies, Foreign Language, Family and Consumer Science, Health, Technology, Special Education 8:1:1 and 12:1:1. Grades K-12 Art, Music and PE, K-12 ESL, 9-12 Non-Regents: Technology, Health, Family and Consumer Science, Business, CTE, , NJROTC, English, Math, Science, and Social Studies, Foreign language, Non Regents Special Education Courses and Resource, AP Courses: English Literature, Calculus, Biology, Chemistry, and CTE Year 2 Courses.

Highly Effective = 18-20 (90-100% of students meet SLO Targets)
 Effective = 9-17 (62-89% of students meet SLO Targets)
 Developing = 3-8 (45-61% of students meet SLO Targets)
 Ineffective = 0-2 (0-44% of students meet SLO Targets)

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
≥96%	95-93%	92-90%	89-87%	86-85%	84-82%	81-80%	79-75%	74-73%	72-70%	69-66%	65-62%	61-60%	59-58%	57-56%	55-54%	53-50%	49-45%	44-40%	39-31%	≤30%

Grade 3 ELA and Math HEDI Scale

Highly Effective = 18-20 (90-100% of students meet SLO Targets)
 Effective = 9-17 (50-89% of students meet SLO Targets)
 Developing = 3-8 (38-49% of students meet SLO Targets)
 Ineffective = 0-2 (0-37% of students meet SLO Targets)

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
≥96%	95-93%	92-90%	89-85%	84-80%	79-75%	74-70%	69-65%	64-60%	59-55%	52-54%	50-51%	48-49%	46-47%	45-44%	43-42%	41-40%	39-38%	37-36%	35-30%	<30%

2.10 All other courses – Grade 1-5 Developmental Classes, 3-5 Life Skills, K-2 Life Skills

District Developed Assessments will be rigorous, aligned with NYS Common Core Standards, and comparable across classrooms. All test security measures will be applied to both pre- and post- assessments, and to the extent practicable valid and reliable as defined by the standards of Educational and Psychological Testing. Students' pretest scores will be compared to the final assessment score. Teachers will meet with principals in the fall to determine targets for all HEDI categories.

Grade 1-5 Developmental Classes

The three elementary developmental classrooms (12:1:1) will use targets set for acceptable growth based on each student's starting point. The students will use Aimsweb. Specific starting points of assessment will be off-graded, and will be established at the beginning of the year between the teacher and the Assistant Director of Special Education. We will adhere to the Aimsweb grade level expectations to the extent practicable, except in circumstances where students are unable to obtain a score in the areas of RCBM, MAZE, MCOMP and MCAP. Those students will be assessed on the Test of Early Literacy and the Test of Early Numeracy. There are 2 unique factors when evaluating these classes, which supports the use of a differentiated scale than we are using for other classes. First, the small class size allows that 1 student can have a major impact on points. Secondly, the teachers will be a larger part of the collaborative process in goal setting, as they understand the student's demonstrated previous growth.

Procedure

The three elementary developmental classrooms (12:1:1) will use targets set for acceptable growth based on each student's starting point. The students will use Aimsweb. Specific starting points of assessment will be established at the beginning of the year between the teacher and the Assistant Director of Special Education. We will adhere to the Aimsweb grade level expectations to the extent practicable, except in circumstances where students are unable to obtain a score in the areas of RCBM, MAZE, MCOMP and MCAP. Those students will be assessed on the Test of Early Literacy and the Test of Early Numeracy.

Roll Out

1. Principals or designee will meet with all special education teachers to establish goal setting.
2. Assistant Directors will train elementary 12:1:1 teachers in the administration and scoring of AIMSWEB assessments.
3. At the completion, the teacher will meet with the Assistant Director of Special Education and set performance targets for the students based on the rate of growth.
4. After the third administration, point conversions will be sent to the building principals, as lead evaluators.

Scoring

The following point values will be assigned based on the spring benchmark:

- 3 points for each student who exceeds the growth target
- 2 points for each student who meets the growth target
- 1 point for each student who makes progress towards the growth target
- 0 points for students who do not make progress and/or regress

Grade 1-5 Developmental Classes

The table below assigns a HEDI score based upon the percentage of total points available:

- Highly Effective:** 90-100%
- Effective:** 62-89%
- Developing:** 45-61%
- Ineffective:** 0-44%

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
100-96%	95-93%	92-90%	89-87%	86-85%	84-82%	81-80%	79-75%	74-73%	72-70%	69-66%	65-62%	61-60%	59-58%	57-56%	55-54%	53-50%	49-45%	44-40%	39-31%	30-0%

Grade 3-5 Life Skills

Our District’s minimum growth expectation is that all students will earn a minimum level of 3 on the NYSAA. Teachers will be scored based on the percentage of students meeting the minimum growth expectation.

Highly Effective: 90-100%

Effective: 62-89%

Developing: 45-61%

Ineffective: 0-44%

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
100-96%	95-93%	92-90%	89-87%	86-85%	84-82%	81-80%	79-75%	74-73%	72-70%	69-66%	65-62%	61-60%	59-58%	57-56%	55-54%	53-50%	49-45%	44-40%	39-31%	30-0%

Grade K-2 Life Skills

Unique factors must be taken into consideration when assessing the growth of students with severe disabilities. These students are often un-testable on traditional standardized tests. The curriculum is completely modified and students are required to meet alternate performance indicators (AGLI’s) rather than the general performance indicators of the New York State Standards and Common Core Standards.

At this time, New York State assesses these students through the New York State Alternate Assessment, which is a datafolio of student evidence that aligns with the alternate performance indicators of the grade equivalent areas being tested in the general education classes. For the purposes of measuring student growth for APPR, the district will conduct a parallel process where teachers will submit evidence of student work in ELA and Mathematics (directly from the NYSAA when applicable) to the Assistant Directors of Special Education for the purpose of evaluating the work for student growth and rigor.

Procedure

Classroom teachers will establish starting points by using each student's Individualized Education Plan (IEP). Teachers will focus on the present levels of performance, assessment data and annual goals to determine the alternate performance indicator in ELA and Mathematics. Teachers will create a baseline assessment task that will be scored for accuracy and independence, and will be used to measure growth herein. Four *additional* data points will be assessed from October through May, which must reflect increased rigor. At the completion of the assessment period, all data will be submitted to the respective Assistant Director of Special Education to evaluate the growth and rigor and will be scored with the established point value submitted to the state.

Roll Out

1. Principals or designee will meet with all special education teachers to establish goal setting.
2. The Assistant Director will train all 6:1:1 and 8:1:1 teachers in establishing baseline, selecting appropriate and rigorous alternate performance indicators, evidence collection and the scoring process.
3. The Assistant Director will meet with all 6:1:1 and 8:1:1 teachers in February to see the data from the 4 points of data collection (from the NYSAA when applicable). At that time, the necessary evidence for the 5th data collection point will be established individually.
4. The final datafolio will be submitted to the Assistant Director of Special Education for final scoring and conversion to HEDI. Scoring will be based on the 4 data points after the baseline. A total collective count for all students in the class who have attended school for at least 75 days will be added together and the HEDI score will be based on the percentage of points achieved out of the maximum possible.

Example: 6 students (who have attended at least 75 days) x 128 points = 768 maximum

Total points received: 691

691/768= 90% = 18 HEDI points = Highly Effective

5. Point conversions will be sent to the building principals, as lead evaluators.

Scoring Criteria (Sample Form)
Scoring Summary Table for English Language Arts and Math

Student Performance AGLI 1	Baseline Date 1:	Date 2:	Date 3:	Date 4:	Date 5:
Level of Accuracy	_____% _____ Rating	_____% _____ Rating	_____% _____ Rating	_____% _____ Rating	_____% _____ Rating
Level of Independence	_____% _____ Rating	_____% _____ Rating	_____% _____ Rating	_____% _____ Rating	_____% _____ Rating
AGLI 2	Baseline Date 1:	Date 2:	Date 3:	Date 4:	Date 5:

| Level of Accuracy | _____%
____ Rating |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Level of Independence | _____%
____ Rating |

____/

WILLIAM FLOYD SCHOOL DISTRICT
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Percent to Rating Conversion Table

Scoring Rubric	Level	100%-80%	79-60%	59-30%	29-0%
	Rating	4	3	2	1

Grade K-2 Life Skills

Datafolio Points to HEDI Conversion with a Maximum Point Value for One Student

Highly Effective: 90-100%

Effective: 62-89%

Developing: 45-61%

Ineffective: 0-44%

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
100-96%	95-93%	92-90%	89-87%	86-85%	84-82%	81-80%	79-75%	74-73%	72-70%	69-66%	65-62%	61-60%	59-58%	57-56%	55-54%	53-50%	49-45%	44-40%	39-31%	30-0%

3.1 Grade 4-8 ELA NWEA Measures of Academic Progress (MAP)

The William Floyd School District will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in grades 4-8. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. William Floyd’s analyses will be conducted by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

GRADES 4-8 ELA

Highly Effective (14-15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject
Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
14	0.9	1.2
15	1.2	

Effective (8-13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

WILLIAM FLOYD SCHOOL DISTRICT

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Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
8	-0.9	-0.6
9	-0.6	-0.3
10	-0.3	0.0
11	0.0	0.3
12	0.3	0.6
13	0.6	0.9

Developing (3-7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
3	-2.4	-2.1
4	-2.1	-1.8
5	-1.8	-1.5
6	-1.5	-1.2
7	-1.2	-0.9

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

WILLIAM FLOYD SCHOOL DISTRICT

3.3

Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	\geq	$<$
0		-3.0
1	-3.0	-2.7
2	-2.7	-2.4

3.2 Grade 4-8 Math

GRADES 4-8 MATH

Highly Effective (14-15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
14	0.9	1.2
15	1.2	

Effective (8-13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
8	-0.9	-0.6
9	-0.6	-0.3
10	-0.3	0.0
11	0.0	0.3
12	0.3	0.6
13	0.6	0.9

WILLIAM FLOYD SCHOOL DISTRICT

3.3

Developing (3-7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	\geq	$<$
3	-2.4	-2.1
4	-2.1	-1.8
5	-1.8	-1.5
6	-1.5	-1.2
7	-1.2	-0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	\geq	$<$
0		-3.0
1	-3.0	-2.7
2	-2.7	-2.4

NWEA ELA and Math

Grade 3-8

Valued Added NWEA Scale

In the absence of Value Added, the 20 point chart will be utilized.

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	13	12	11	10	9
≥ 1.1	≥0.9 - <1.1	≥0.7 - <0.9	≥0.5 - <0.7	≥0.3 - <0.5	≥0.1 - <0.3	≥-0.1 - <0.1	≥-0.3 - <-0.1	≥-0.5 - <-0.3	≥-0.7 - <-0.5	≥-0.9 - <-0.7	≥-1.1 - <-0.9

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
≥-1.3 - <-1.1	≥-1.5 - <-1.3	≥-1.7 - <-1.5	≥-1.9 - <-1.7	≥-2.1 - <-1.9	≥-2.3 - <-2.1	≥-2.5 - <-2.3	≥-2.7 - <-2.5	<-2.7

For the following charts, values listed represent the maximum necessary to achieve the corresponding HEDI points. For example, for William Floyd Middle School, if proficiency performance levels increase by 10.7% a teacher would receive a HEDI score of 15 points.

HEDI points will be allocated to teachers school-wide based on the percent increase/decrease in student proficiency (defined as level 3 or higher) on the 8th grade NYS ELA Assessment as compared to the prior school year.

William Floyd Middle School

6-8 Science, 6-8 Social Studies, 6-8 Art, Music and PE, 6-8 Foreign Language, Family and Consumer Science, Health and Technology, 6-8 Special Education 8:1:1, 12:1:1 and Resource

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
≥30.1	+30.0	+25.0	+19.0	+15.0	+12.0	+9.0	+6.0	+3.0	0	-1.0	-3.0	-6.0	-9.0	-12.0	-15.0	-18.0	-21.0	-24.0	-27.0	≤-30
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	25.1	19.1	15.1	12.1	9.1	6.1	3.1	.1	-0.9	-2.9	-5.9	-8.9	-11.9	-14.9	-17.9	-20.9	-23.9	-26.9	-29.9	

William Paca Middle School

6-8 Science, 6-8 Social Studies, 6-8 Art, Music and PE, 6-8 Foreign Language, Family and Consumer Science, Health and Technology, 6-8 Special Education 8:1:1, 12:1:1 and Resource

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
≥39.1	+39.0	+34.0	+28.0	+23.0	+18.0	+13.0	+8.0	+3.0	0	-1.0	-3.0	-5.0	-7.0	-9.0	-11.0	-13.0	-15.0	-17.0	-20.0	≤-21.0
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	34.1	28.1	23.1	18.1	13.1	8.1	3.1	.1	-0.9	-2.9	-4.9	-6.9	-8.9	-10.9	-12.9	-14.9	-16.9	-19.9	-20.9	

HEDI points will be allocated to teachers school-wide based on the percent increase/decrease in student proficiency (defined as level 3 or higher) on the 5th grade NYS ELA Assessment as compared to the prior school year.

Hobart Elementary

K-2, K-5 Art, Music and PE, 1-5 Developmental Classes, 1-5 Reading, K-5 Resource, Leveled Literacy Instruction, K-5 ESL

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
≥30.1	+30.0	+25.0	+19.0	+15.0	+12.0	+9.0	+6.0	+3.0	0	-1.0	-3.0	-6.0	-9.0	-12.0	-15.0	-18.0	-21.0	-24.0	-27.0	≤-30
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	25.1	19.1	15.1	12.1	9.1	6.1	3.1	.1	-0.9	-2.9	-5.9	-8.9	-11.9	-14.9	-17.9	-20.9	-23.9	-26.9	-29.9	

Moriches Elementary

K-2, K-5 Art, Music and PE, 1-5 Developmental Classes, 1-5 Reading, K-5 Resource, Leveled Literacy Instruction, K-5 ESL

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
≥40.1	+40.0	+35.0	+29.0	+24.0	+19.0	+14.0	+9.0	+4.0	0	-1.0	-2.0	-4.0	-6.0	-8.0	-10	-12	-14.0	-16.0	-18.0	≤-20.0
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	35.1	29.1	24.1	19.1	14.1	9.1	4.1	.1	-0.9	-1.9	-3.9	-5.9	-7.9	-9.9	-11.9	-13.9	-15.9	-17.9	-19.9	

HEDI points will be allocated to teachers school-wide based on the percent increase/decrease in student proficiency (defined as level 3 or higher) on the 5th grade NYS ELA Assessment as compared to the prior school year.

Woodhull Elementary

K-2, K-5 Art, Music and PE, 1-5 Developmental Classes, 1-5 Reading, K-5 Resource, Leveled Literacy Instruction, K-5 ESL

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
≥35.1	+35.0	+30.0	+24.0	+19.0	+15.0	+11.0	+7.0	+3.0	0	-1.0	-5.0	-8.0	-10.0	-12.0	-14.0	-16.0	-18.0	-20.0	-22.0	≤-25.0
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	30.1	24.1	19.1	15.1	11.1	7.1	3.1	.1	-0.9	-4.9	-7.9	-9.9	-11.9	-13.9	-15.9	-17.9	-19.9	-21.9	-24.9	

Tangier Smith

K-2, K-5 Art, Music and PE, 1-5 Developmental Classes, 1-5 Reading, K-5 Resource, Leveled Literacy Instruction, K-5 ESL

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
≥34.1	+34.0	+29.0	+23.0	+18.0	+14.0	+10.0	+7.0	+3.0	0	-1.0	-4.0	-8.0	-11.0	-13.0	-15.0	-17.0	-19.0	-21	-23.0	≤-26.0
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	29.1	23.1	18.1	14.1	10.1	7.1	3.1	.1	-0.9	-3.9	-7.9	-10.9	-12.9	-14.9	-16.9	-18.9	-20.9	-22.9	-25.9	

HEDI points will be allocated to teachers school-wide based on the percent increase/decrease in student proficiency (defined as level 3 or higher) on the 5th grade NYS ELA Assessment as compared to the prior school year.

Floyd Elementary

K-2, K-5 Art, Music and PE, 1-5 Developmental Classes, 1-5 Reading, K-5 Resource, Leveled Literacy Instruction, K-5 ESL

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
≥31.1	+31.0	+26.0	+20.0	+16.0	+13.0	+10.0	+7.0	+3.0	0	-1.0	-2.0	-5.0	-8.0	-11.0	-14.0	-17.0	-20.0	-23.0	-26.0	≤-29.0
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	26.1	20.1	16.1	13.1	10.1	7.1	3.1	.1	-0.9	-1.9	-4.9	-7.9	-10.9	-13.9	-16.9	-19.9	-22.9	-25.9	-28.9	

William Floyd High School

HEDI scores will be assigned based on the increase in the percentage of required regents exams passed by all students in the 4 high school grades (9-12). Student progress will be tracked by the number of students meeting the benchmark at the end of the year for their grade level: Freshman year – 2 required regents exams; Sophomore year – 3 required regents exams; Junior year – 4 required regents exams; and Senior year – 5 required regents exams.

Social Studies, Science, Math, English Language Arts, 9-12 Art, Music and PE, 9-12 Foreign Language, Technology, CTE, Business, Health, Family and Consumer Science, NJROTC, 9-12 Special Education and Resource, AP Courses – English Literature, Calculus, Biology, and Chemistry, CTE Year 2 Courses

Highly Effective 74.2% or more
 Effective 69.7%-74.1%
 Developing 66.7%-69.6%
 Ineffective 0%-66.6%

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
≥74.4 %	74.3 %	74.2 %	74.1- 73.7 %	73.6- 73.2 %	73.1- 72.7 %	72.6- 72.2 %	72.1- 71.7 %	71.6- 71.2 %	71.1- 70.7 %	70.6- 70.2 %	70.1- 69.7 %	69.6- 69.2 %	69.1- 68.7 %	68.6- 68.2 %	68.1- 67.7 %	67.6 67.2 %	67.1- 66.7 %	66.6 66.2 %	66.1 65.7 %	65.6 -0%

3.1 Grade 4-8 ELA NWEA Measures of Academic Progress (MAP)

The William Floyd School District will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in grades 4-8. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. William Floyd’s analyses will be conducted by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

GRADES 4-8 ELA

Highly Effective (14-15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject
 Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
14	0.9	1.2
15	1.2	

Effective (8-13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.
 Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
8	-0.9	-0.6
9	-0.6	-0.3
10	-0.3	0.0

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11	0.0	0.3
12	0.3	0.6
13	0.6	0.9

Developing (3-7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
3	-2.4	-2.1
4	-2.1	-1.8
5	-1.8	-1.5
6	-1.5	-1.2
7	-1.2	-0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
0		-3.0
1	-3.0	-2.7
2	-2.7	-2.4

3.2 Grade 4-8 MathGRADES 4-8 MATH

Highly Effective (14-15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	\geq	$<$
14	0.9	1.2
15	1.2	

Effective (8-13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	\geq	$<$
8	-0.9	-0.6
9	-0.6	-0.3
10	-0.3	0.0
11	0.0	0.3
12	0.3	0.6
13	0.6	0.9

WILLIAM FLOYD SCHOOL DISTRICT

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Developing (3-7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	\geq	$<$
3	-2.4	-2.1
4	-2.1	-1.8
5	-1.8	-1.5
6	-1.5	-1.2
7	-1.2	-0.9

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

Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	\geq	$<$
0		-3.0
1	-3.0	-2.7
2	-2.7	-2.4

NWEA ELA and Math
Grade 3-8

Valued Added NWEA Scale

In the absence of Value Added, the 20 point chart will be utilized.

HIGHLY EFFECTIVE			EFFECTIVE								
20	19	18	17	16	15	14	13	12	11	10	9
≥ 1.1	$\geq 0.9 -$ < 1.1	$\geq 0.7 -$ < 0.9	$\geq 0.5 -$ < 0.7	$\geq 0.3 -$ < 0.5	$\geq 0.1 -$ < 0.3	$\geq -0.1 -$ < 0.1	$\geq -0.3 -$ < -0.1	$\geq -0.5 -$ < -0.3	$\geq -0.7 -$ < -0.5	$\geq -0.9 -$ < -0.7	$\geq -1.1 -$ < -0.9

DEVELOPING						INEFFECTIVE		
8	7	6	5	4	3	2	1	0
$\geq -1.3 -$ < -1.1	$\geq -1.5 -$ < -1.3	$\geq -1.7 -$ < -1.5	$\geq -1.9 -$ < -1.7	$\geq -2.1 -$ < -1.9	$\geq -2.3 -$ < -2.1	$\geq -2.5 -$ < -2.3	$\geq -2.7 -$ < -2.5	< -2.7

	A	B
1	Total Average Rubric Score	Category
2		Ineffective 0-49
3	1	
4	1.1	
5	1.2	
6	1.3	
7	1.4	
8	1.5	
9	1.6	
10		Developing 50-56
11	1.7	
12	1.8	
13	1.9	
14	2	
15	2.1	
16	2.2	
17	2.3	
18	2.4	
19	2.5	
20	2.6	
21		Effective 57-58
22	2.7	
23	2.8	
24	2.9	
25	3	
26	3.1	
27	3.2	
28	3.3	
29	3.4	
30	3.5	
31	3.6	
32		Highly Effective 59-60
33	3.7	
34	3.8	
35	3.9	

	A	B
36	4	
37		
38	*All Rules of Rounding Apply.	

	C
1	Conversion score for composite
2	
3	0
4	8.2
5	16.4
6	24.6
7	32.8
8	41
9	49
10	
11	50
12	50.6
13	51.2
14	51.9
15	52.5
16	53.2
17	53.9
18	54.5
19	55.2
20	56
21	
22	57
23	57.1
24	57.2
25	57.3
26	57.4
27	57.5
28	57.6
29	57.7
30	57.8
31	58
32	
33	59
34	59.3
35	59.6

	c
36	60
37	
38	

For use with
the NYSUT Teacher
Practice Rubric
(2012 Edition)



TEACHER EVALUATION AND DEVELOPMENT

Evaluation Process Workbook

Teacher name _____

Evaluator name _____

Length of Professional Learning Plan ___ 1 yr ___ 2 yr ___ 3 yr ___ 4 yr ___ other

Duration of the PLP from _____ to _____

Other teachers involved _____

Evaluation cycle (check one) ___ Year 1 ___ Year 2 ___ Year 3

Conference dates: Fall _____ Spring _____

Content Overview and Guide to the Forms

(T) Teacher (E) Evaluator (D) District

Page #	Purpose	Relevant Notes	Timeline
2	Introduction (D)		Orientation
3-4	The Teacher Evaluation and Development (TED) system (D)	Scoring guidelines and measures selection options	Orientation
5	Self-Reflection (T)	To be completed by teacher	Prior to pre-conference
6	Lesson Plan Template (T)	Teacher must submit this form to evaluator	Prior to pre-conference
7	Pre-Conference Overview (T) (E)		At the pre-conference
8	Pre-Conference Agenda and Meeting Notes (T) (E)	Evaluator uses this form to review lesson plan and collect basic evidence of teacher practice	Prior to pre-conference
9-10-11	Pre-Conference Analysis of Teacher Practice Evidence Collection (E)	Evaluator uses this form to collect detailed evidence of teacher practice (analysis of teaching artifacts)	During the pre-conference
12	Observation Overview (T) (E)	Both teacher and evaluator learn what kinds of evidence will be collected	Before the observation
13-14-15	Observation Evidence Collection (E)		Observation
16	Post-Conference Overview (T) (E)		After the observation
17	Post-Conference Agenda and Meeting Notes (T) (E)		
18	Reflection Questions (T)	Teacher may review these questions to prepare for the post-conference	After the observation but prior to the post-conference
19-20	Post-Conference Review of Student Work Evidence Collection (E)		Post-conference
21	Summative Evaluation to Inform Goal Setting (T) (E)	An opportunity to discuss evidence from each subcomponent	Summative evaluation
22	4A Multiple Measures: Goal Setting (T)		After summative conference
23	Professional Learning Plan (T)	Customized, individual learning plan	After summative conference
24	Professional Learning Plan/APPR Choice (T)		After summative conference
25	PLP- Optional Mid Year Review/Progress Checkpoint (T) (E)	Review progress towards goals	At mid-year
26	PLP- Evaluation and Progress Report (T) (E)		After the post-conference
27	Overview/agenda and meeting notes/ Professional Responsibilities (T) (E)	Collect additional evidence, especially for Standards 6 and 7	Before additional evidence collection
28-29	Additional Evidence Collection/Professional Responsibilities and Collaboration (E)		
30-31	Calculating the Score of Professional Practice (E)	How to calculate the 60-point portion of the composite score	After summative conference
32	Composite Score of Teacher Effectiveness (E)	How to calculate the composite score	After summative conference

The Annual Evaluation

A Cyclical Teacher Evaluation and Development Process

Introduction to the workbook

These pages are designed to guide both teachers and evaluators through the preparation for and collaboration in the four phases of evaluation. For each phase, teachers and evaluators share responsibilities for preparation, discussing evidence, and assessing teacher effectiveness in light of the NYS Teaching Standards.

In the first phase, *Self-Assessment and Reflection*, teachers use a series of questions to assess their readiness for the school year ahead, particularly in the context of changes that may have occurred in their professional lives, or in the school community since the previous academic year. *Self-Assessment and Reflection* bridges the *Goal Setting* from the previous year's evaluation to a new school year context.

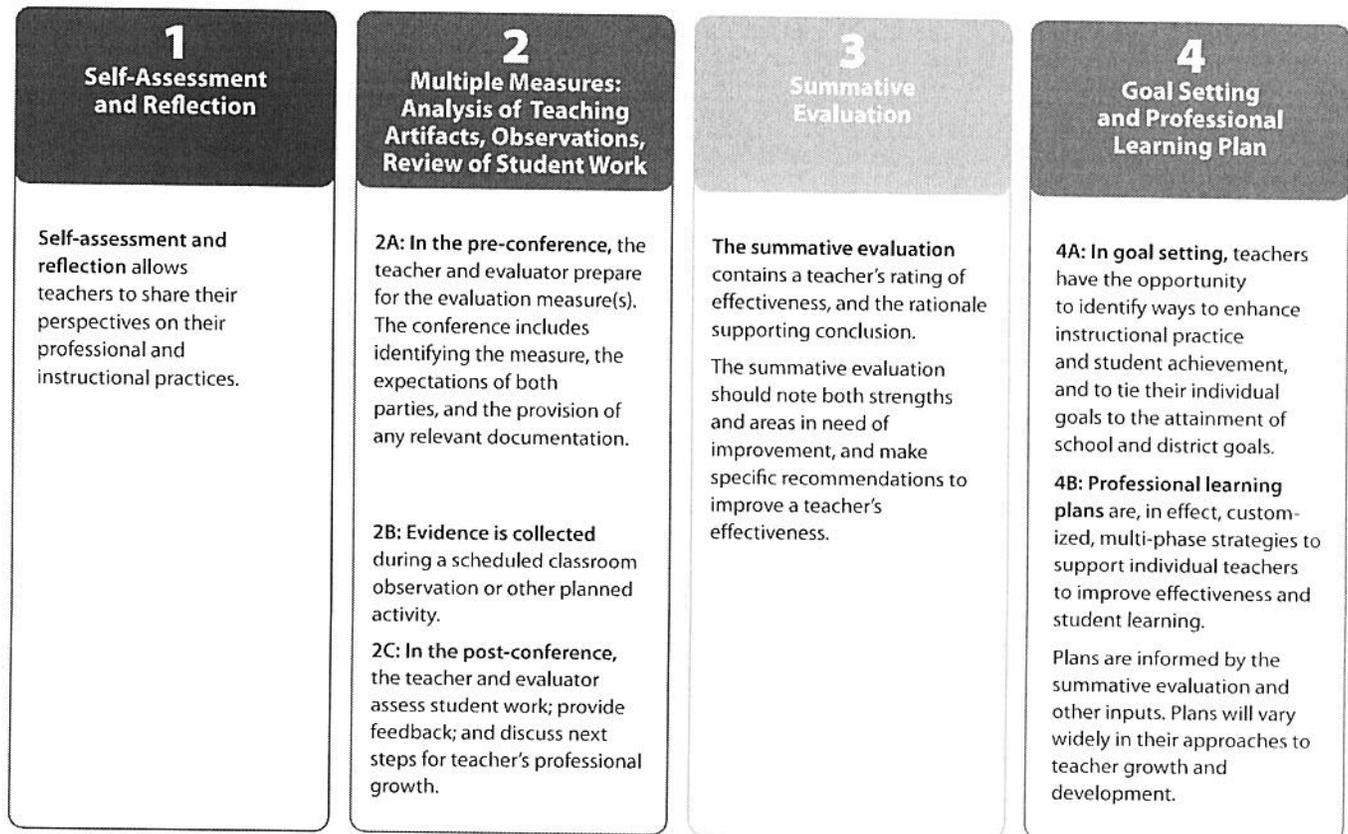
Utilizing the NYSUT Teacher Practice Rubric as a unique window on "what teachers should know and be able to do," the second phase of evaluation stretches from the *Analysis of Teaching Artifacts* (which occurs in the pre-

conference), through *Observation & Evidence Collection*, and concludes with a *Review of Student Work* (post-conference). Across these three major activities, teacher and evaluator collect evidence of teacher effectiveness, exchange ideas, analyze artifacts, and reflect on student work.

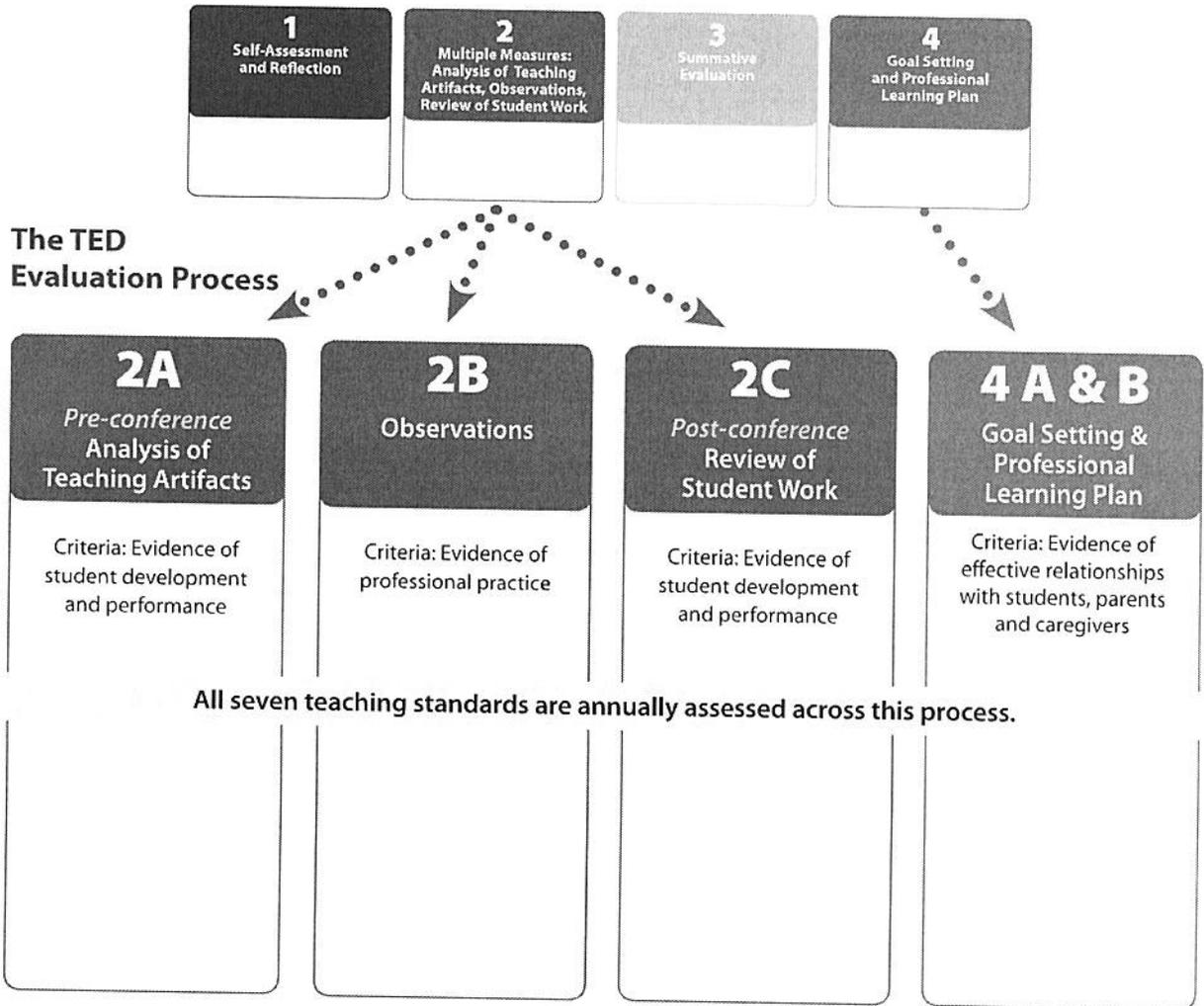
The *Summative Evaluation* ties together evidence of teacher professional practice with evidence of student achievement in the Composite Score of teacher effectiveness. Recommendations for growth areas are identified.

Goal Setting and a *Professional Learning Plan* provide teachers and evaluators with the opportunity to address growth areas with creative interventions aligned with school and district goals, and establishes the groundwork for succeeding years' teacher evaluation and development.

Four Phase Annual Evaluation Process



TED: Teacher Evaluation and Development



The NYS Teaching Standards: Scoring Guidelines

The following pages provide guidance for collecting evidence of teaching practices and scoring the 60-point sub-component of a NY teacher's evaluation. This sub-component, referred to as the *measures of professional practice*, calls for multiple observations, including at least one unannounced visit.

Local negotiations determine many options regarding scoring, such as the distribution of points per measure or per standard; the number of indicators required to meet the standard, and the range of points assigned to each effectiveness rating (the "scoring bands").

A teacher's performance must be measured annually against all seven NYS Teaching Standards. In the TED system, (depicted above), teachers' practices across all of the standards is fully integrated across four phases.

Because teaching is complex, evidence of professional practice may be found across many indicators for each of the standards. The *Evidence Collection* forms in these pages suggest — rather than prescribe — where evidence may be found for each indicator. Space is provided at the end of each *Evidence Collection* form for additional indicators and notes not covered in the form.

For each measure, the evidence collection forms encourage evaluators to record detail-rich notes to provide compelling justification before assigning scores. Scoring forms are provided (on pp 30-1). Some teachers will provide supplementary evidence (particularly regarding Standards 6 and 7) through the discussions and processes related to Goal Setting and Professional Learning.

Get to Know the NYSUT Teacher Practice Rubric

In clear and concise language, the NYSUT Teacher Practice Rubric's Elements and Indicators create both the language and expectations that describe what a teacher should know and be able to do. Teachers and evaluators who are using the NYSUT Teacher Practice Rubric with the NYS Teaching Standards will find the process of evaluation smooth, straightforward, and accessible.

Flexible Selection of Measures

At least a majority (31) of the 60 points shall be based on multiple (at least two) classroom observations by the principal, or other trained administrator, at least one of which must be unannounced. Observations may be conducted in-person or using video if locally negotiated.

Any remaining points (29) shall be allocated to one or more of the following:

- One or more 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

1. Self-Assessment and Reflection *(to be completed by the teacher)*

At the beginning of each school year, teachers self-assess and reflect by reviewing the NYS Teaching Standards and the NYSUT Teacher Practice Rubric. Teachers' self-assessment and reflection should consider the needs of their incoming student population, changes in curriculum, and developments in content area, assessments, and school and community contexts.

Self-assessment and reflection bridges the goal setting from the previous year's evaluation to a new school year context.

1. How should my teaching plans for this year reflect the specific needs of my incoming students? (e.g., Does my class include English language learners and/or students with disabilities? Does any student need special supports?)
2. How will changes in curriculum or developments in my content area affect my planning, teaching or assessments?
3. How has my recent professional learning informed my understanding of teaching and learning for this year? Are there any professional development strategies or opportunities that might be especially appropriate for my professional growth needs in this academic year?
4. What factors in the school climate or community context (e.g. leadership, prep time, safety, etc.) are likely to influence or play a role in my teaching and professional performance this year?
5. Based on my self-assessment and reflection, should the goals of my Professional Learning Plan be adjusted?

Sample Lesson Plan Template (part of 2A)

(submitted by the teacher prior to pre-conference)

* Districts may use their own lesson plan template or modify the example to reflect local needs.

Unit:

Lesson:

Date:

Student Learning Standard(s) Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline.	
Student/Class Profile Identify any instructional/teaching accommodations to meet student learning needs.	
Learning Outcomes Identify the important concepts and skills that students will be expected to learn.	
Assessments Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.	
Cognitive Engagement Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.	
Adjustments/Modifications Identify ways in which you may adjust the lesson if formative assessments warrant modification.	
Groups How will students be grouped for each activity of the lesson?	
Resources Identify resources and materials needed for lesson.	

2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

Overview

Teacher Role:	Evaluator Role:	Estimated Time:
Artifact preparer Evidence presenter	Listener, discussant, collaborator Evidence collector	20-30 minutes in conference

Activity purpose:

For the teacher to provide evidence of student development and performance through the analysis of artifacts of teacher practice, such as the lesson plan for the upcoming lesson (to be observed in 2B), materials, assessments, and other artifacts.

Activity description:

Prior to the conference, teacher prepares evidence and submits a unit/ lesson plan (or other artifacts of teacher practice) for evaluator. Between the two activities the teacher should address the questions and evidence below.

At the conference, teacher presents and shares data with evaluator who collects evidence.

Standards to be assessed:

Evidence of teacher professional practice, aligned to any Standard, may be assessed in many phases and throughout the process. In this phase, evidence is most likely to support Standards 1, 2 and 5, although any other Standard may be indicated.

Other Standards:

Evidence to prepare/gather:

- What instructional objectives and standards-based learning outcomes form the focus of this lesson? What will students learn?
- How were the objectives established; what data and sources informed their selection?
- How will the teacher know if students have achieved the instructional objective?
- How will students demonstrate what they have learned?

- How is the lesson organized to promote standards-based, cognitively engaged learning and to ensure that students achieve the desired objectives?
- How does the lesson plan connect other learning opportunities?
- What instructional strategies will be employed?
- How do those strategies promote high levels of cognition?
- How is this lesson organized to address short - and long-term learning objectives?
- How will the teacher allocate time for learning activities during the lesson?
- How has student achievement data informed the instruction, and how does this lesson specifically address the identified student?
- How will instruction be differentiated to meet the needs of all students?
- What is the pre- and post-requisite knowledge related to this lesson?
- What misconceptions may students have related to this topic?
- Where might students get “stuck” in this learning sequence?
- How might these obstacles to learning be addressed?
- How are the assessments aligned with the lesson objectives?
- How will student learning be assessed, including both formative and summative assessments?
- What methods will be used to check for understanding during the lesson?
- How might instruction be modified if students have not demonstrated the expected level of understanding during the lesson?
- How has achievement data been used to inform instructional decisions/lesson design?

2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

Agenda and Meeting Notes

Both evaluator and teacher should review the following questions prior to the pre-conference. For the teacher, the "preview" will spur more informed preparation of the lesson plan and other artifacts, and set the stage for what to expect during the pre-conference. For the evaluator, the questions help to frame the range of evidence one might expect to collect through the review of the lesson plan, other artifacts of teacher practice, and in conversation with the teacher being evaluated.

- Identify the curriculum standards to be taught and how they connect to other standards within or outside of the discipline. (2.4)
- How has student achievement data informed your instruction, and how does this lesson specifically address the needs identified from a review of the data? (1.3, 2.5, 5.2)
- What do you want students to learn as a result of this lesson? (2.1, 2.2, 2.3, 2.4, 2.5)
- How will you know if students are learning the expected outcome? (5.1, 5.2)
- How do you plan to cognitively engage students in the content? What will you do? What will the students do? (2.2, 2.3, 2.5, 2.6)
- How will differentiation be used to meet student needs? (2.3, 2.4, 2.6, 5.1, 5.2)
- What assessments will be used? (5.1)
- How will you use the results of assessment to adjust instruction? (5.2)
- On what areas would you like specific feedback?

Schedule date / time for the class observation

Observation Date: _____ Time: _____

Educator: _____ Grade Level/Subject Taught: _____

Evaluator: _____ Date: _____

2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

Evidence Collection

Teacher _____ Observer _____ Date: _____

Elements	Performance Indicators	Evidence/Notes
1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	a. Describes and plans using knowledge of developmental characteristics of students	
1.2 Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.	a. Uses strategies to support learning and language acquisition b. Uses current research	
1.3 Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests, and experiences of all students.	a. Plans for student strengths, interests and experiences to meet diverse learning needs of students	
1.4 Teachers acquire knowledge of individual students, families, guardians, and/or caregivers to enhance student learning.	a. Communicates with parents, guardians, and/or caregivers	
1.5 Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.	a. Incorporates the knowledge of school community and environmental factors b. Incorporates multiple perspectives	
1.6 Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.	a. Understands technological literacy and its impact on student learning	

2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

Evidence Collection

Elements	Performance Indicators	Evidence/Notes
2.1 Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).	<ul style="list-style-type: none"> a. Understands key concepts and themes, learning standards and key disciplinary language b. Uses current developments in pedagogy and content 	
2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts.	<ul style="list-style-type: none"> a. Incorporates diverse social and cultural perspectives b. Incorporates individual and collaborative critical thinking and problem solving c. Incorporates disciplinary and cross-disciplinary learning experiences 	
2.3 Teachers use a broad range of instructional strategies to make subject matter accessible.	<ul style="list-style-type: none"> a. Designs learning experiences that connect to students' life experiences b. Designs self-directed learning experiences 	
2.4 Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.	<ul style="list-style-type: none"> a. Articulates learning objectives/goals with learning standards 	

2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

Evidence Collection

Elements	Performance Indicators	Evidence/Notes
2.5 Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.	<ul style="list-style-type: none"> a. Designs instruction using current levels of student understanding b. Designs learning experiences using prior knowledge 	
2.6 Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.	<ul style="list-style-type: none"> a. Organizes time b. Selects materials and resources 	
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.	<ul style="list-style-type: none"> a. Uses assessments to establish learning goals and inform instruction b. Measures and records student achievement c. Aligns assessments to learning goals d. Implements accommodations and modifications 	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	<ul style="list-style-type: none"> a. Analyzes assessment data b. Uses assessment data to set goals and provide feedback to students c. Engages students in self-assessment 	

Questions for the teacher:

2B Multiple Measures: Observation

Overview

Teacher Role:	Evaluator Role:	Estimated Time:
Teach lesson Collect student work	Evaluator Evidence collector	20-60 minutes

Activity purpose:

For the evaluator to observe a teacher's lesson to collect evidence on how the teacher creates and maintains the classroom environment and delivers instruction by noting both student and teacher experiences related to delivery of instruction.

Activity overview:

- 1) Teacher facilitates learning
- 2) Evaluator collects evidence by observing teacher and students
- 3) Evaluator may speak with students to gather additional evidence
- 4) Teacher collects student work samples for analysis

Standards to be assessed:

Evidence of teacher professional practice, related to any Standard, may be assessed in many measures. In this phase, evidence is most likely to support Standards 1, 3, 4 and 5, although any other Standard may be indicated.

Other Standards:

An evaluator may use an unannounced visit to fulfill several purposes:

- 1) to focus on an area of interest
- 2) to confirm or supplement previously gathered evidence
- 3) to recognize a teacher's progress
- 4) to clarify targeted professional development

Evidence to gather:

- Value of effort and challenge
- Collaborative learning
- Communication of behavioral expectations
- Monitoring and responding to behavior
- Teacher interactions with students
- Student-student interactions
- Respect and rapport
- Interactions among students
- Routines and procedures, managing the environment
- Instructional pacing
- Communication of the learning objectives
- Connections to prior and future learning experiences
- Criteria for success
- Learning experiences and activities
- Questioning and discussion strategies
- Conversation techniques
- Responses to students' questions
- Resources and instructional materials
- Checking for students' understanding
- Feedback to students
- Student self-assessment

2B Multiple Measures: Observation

Evidence Collection

Teacher _____ Observer _____ Date _____

Elements	Performance Indicators	Evidence/Notes
1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	a. Describes and plans using knowledge of developmental characteristics of students	
3.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.	a. Aligns instruction to standards b. Uses research-based instruction c. Engages students	
3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.	a. Provides directions and procedures b. Uses questioning techniques c. Responds to students d. Communicates content	
3.3. Teachers set high expectations and create challenging learning experiences for students.	a. Articulates measures of success b. Implements challenging learning experiences	
3.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.	a. Differentiates instruction b. Implements strategies for mastery of learning outcomes	
3.5 Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and use of technology.	a. Provides opportunities for collaboration b. Provides synthesis, critical thinking, and problem-solving	

2B Multiple Measures: Observation

Evidence Collection

Teacher _____ Observer _____ Date _____

Elements	Performance Indicators	Evidence/Notes
3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.	<ul style="list-style-type: none"> a. Uses formative assessment to monitor and adjust pacing b. Provides feedback during and after instruction 	
4.1. Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	<ul style="list-style-type: none"> a. Interactions with students b. Supports student diversity c. Reinforces positive interactions among students 	
4.2 Teachers create an intellectually challenging and stimulating learning environment.	<ul style="list-style-type: none"> a. Promotes student pride in work and accomplishments b. Promotes student curiosity and enthusiasm 	
4.3 Teachers manage the learning environment for the effective operation of the classroom.	<ul style="list-style-type: none"> a. Establishes routines, procedures, transitions and expectations for student behavior b. Establishes instructional groups 	
4.4 Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.	<ul style="list-style-type: none"> a. Organizes learning environment b. Manages volunteers and/or paraprofessionals c. Establishes classroom safety 	

Notes on evidence

Evidence may be collected in a variety of situations in which teachers and evaluators find themselves. A teacher's "lesson plan," for example, may provide evidence of planning and awareness of students' developmental characteristics; but so too might an evaluator observe a teacher and discover similar or additional evidence in the teacher's interactions with students.

2B Multiple Measures: Observation

Evidence Collection

Elements	Performance Indicators	Evidence/Notes
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.	<ul style="list-style-type: none"> a. Designs and/or selects assessments to establish learning goals and inform instruction b. Measures and records student achievement c. Aligns assessments to learning goals 	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	<ul style="list-style-type: none"> a. Uses assessment data as feedback to set goals with students b. Engages students in self-assessment 	
5.3 Teachers communicate information about various components of the assessment system.	<ul style="list-style-type: none"> a. Accesses, analyzes and interprets assessments 	
5.4 Teachers reflect upon and evaluate the effectiveness of their integrated assessment system to adjust assessment and plan instruction accordingly.	<ul style="list-style-type: none"> a. Understands assessment measures and grading procedures b. Establishes an assessment system 	
5.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.	<ul style="list-style-type: none"> a. Communicates purposes and criteria b. Provides preparation and practice 	
7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	<ul style="list-style-type: none"> a. Reflects on evidence of student learning b. Plans professional growth 	
Evidence for other standards/elements		

Questions for the teacher:

2C Multiple Measures: Review of Student Work/Post-Conference

Overview		
Teacher Role:	Evaluator Role:	Estimated Time:
Present student work and reflections on lesson observed	Listener Evidence collector Presenter	45-60 minutes in conference

Activity Purpose:

The teacher will share with the evaluator his or her assessment of student work and reflect on the success of the lesson observed.

Activity Overview:

Part 1: Teacher submits student work and reflection prior to conference; evaluator reviews student work and reflection, collecting additional evidence.

Part 2: Based on the evidence, teacher and evaluator discuss effectiveness ratings and next steps for the teacher's professional growth.

Standards to be assessed:

Evidence of teacher professional practice, and of meeting any Standard, may be assessed in many phases and throughout the process. In this phase, evidence is most likely to support Standards 3, 4, 5 and 7, although any other Standard may be indicated.

Other Standards:

Questions to consider:

- In what ways does the assignment/assessment align to the learning objectives?
- What types of assessment are used in this work sample?
- How does the quality of teacher feedback on the student work support students in improving their work?
- How do student work samples demonstrate that students have or have not achieved the learning objectives?
- What next steps will the teacher take to support students in achieving mastery or revising their work?
- What evidence exists that students have revised or improved their work?
- How does this student work inform the teacher's overall assessment of the student's progress?
- How does the information gleaned from this work sample align with the work of this student in other arenas (other work, class participation, etc.)
- Which standards or indicators were examples of strengths in the lesson and what evidence supports this?
- Which standards or indicators were areas that could be improved to support student learning and what evidence supports this?
- How accurate was the reflection on the effectiveness of the lesson?
- How does the teacher intend to improve practice moving forward?
- What are the plans for improving practice based on this observation?
- What supports does the teacher need to implement the improvement plans?
- What recommendations do the teacher and evaluator have for improving instructional practice?

2C Multiple Measures: Review of Student Work/Post-conference

Agenda and Meeting Notes

Educator: _____ Grade Level/Subject Taught: _____
Evaluator: _____ Date: _____

Review / discuss reflection questions (such as 5.1, 5.2, 7.1) (p. 18)

- Teacher will have the lesson-reflection form (see next page) and evidence to review prior to the conference
- Lesson artifacts (student work, assessments) will be presented by the teacher

Review / discuss evidence collected in the lesson and collaboratively align evidence with the appropriate levels of performance for the observed lesson.

Review / discuss areas for growth and any applicable recommendations

Discussion

- Which strategies might help the teacher achieve his or her lesson goals?
- Which strengths — observed in the lesson — present opportunities for growth?
- Which resources or supports would help students or the teacher achieve the goals of the lesson?

Other:

2C Multiple Measures: Review of Student Work/Post-conference

Lesson Reflection Form

Educator: _____ Date: _____

Date of observation: _____

Educator should complete reflection questions prior to the post-observation conference.

As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (such as 7.1)

How did you ensure that all students, especially students who are English-language learners (ELL) or students with disabilities (SWD), were engaged in the lesson? (such as 7.1; 5.1)

Did the students achieve the goals of the lesson? How do you know? If you do not know at this point, when will you know, and what will be evidence of student learning? (such as 7.1; 5.1; 5.2)

How did the instructional strategies you chose support student learning? How do you know? (such as 7.1; 5.1)

What have you done to promote a culture for learning in your classroom? (such as 7.1)

Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason? (such as 5.1; 5.2)

If you taught this lesson again to the same group of students, would you do anything differently?

Are there other thoughts or evidence related to the lesson that you would like to share?

2C Multiple Measures: Review of Student Work

Evidence Collection

Teacher _____ Observer _____ Date _____

Elements	Performance Indicators	Evidence/Notes
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.	<ul style="list-style-type: none"> a. Designs and/or selects assessments to establish learning goals and inform instruction b. Measures and records student achievement c. Aligns assessments to learning goals 	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	<ul style="list-style-type: none"> a. Uses assessment data to set goals and provide feedback to students b. Engages students in self-assessment 	
5.3 Teachers communicate information about various components of the assessment system.	<ul style="list-style-type: none"> a. Accesses, analyzes and interprets assessments 	
5.4 Teachers reflect upon and evaluate the effectiveness of their integrated assessment system to adjust assessment and plan instruction accordingly.	<ul style="list-style-type: none"> a. Understands assessment measures and grading procedures b. Establishes an assessment system 	
5.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.	<ul style="list-style-type: none"> a. Communicates purposes and criteria b. Provides preparation and practice 	

2C Multiple Measures: Review of Student Work

Evidence Collection

Teacher _____ Observer _____ Date _____

Elements	Performance Indicators	Evidence/Notes
7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	a. Reflects on evidence of student learning b. Reflects on biases c. Plans professional growth	
Evidence for other standards/elements		

Questions for the teacher:

3 Summative Evaluation Conference to Inform Goal Setting and the Professional Learning Plan

Summary (completed by the evaluator)

Teacher: _____ Grade Level/Subject Taught: _____

Evaluator: _____ Date: _____

Dates: Pre-conference (2A) _____ Observation (2B) _____ Post-conference (2C) _____

Areas of Strength:

Areas for Growth:

Teacher signature _____ Date _____

Evaluator signature _____ Date _____

4A Multiple Measures: Goal Setting

Based on the teacher's evaluation outcome, he or she should identify goals. Goals should be specific, measurable, attainable, relevant and timely. Goals describe results, impact or outcomes on teacher practice or student learning.

(Example)

Goal: *With each required essay (bi-weekly) in my English 10 class, I will provide a rubric that addresses measures of success for each assignment; I will engage all students in small-group discussions to contribute to the content of the rubric; students will use each rubric to self-evaluate their assignments before submitting them for grading.*

Goal is derived from what data: summative evaluation

Goal: _____

Goal is derived from what data: _____

Goal: _____

Goal is derived from what data: _____

Goal: _____

Goal is derived from what data: _____

Teacher _____ Evaluator _____ Date _____

4B Professional Learning Plan

(to be submitted by the teacher)

In order to accomplish the teacher's goals, what activities will be undertaken, and what resources and team members will be needed? (see suggested activities, p. 24)

(Example)

Goal: *Rubric development in Grade 10*

Activity: *Portfolio for Educators*

Resources: _____

Team members: *N/A*

Goal: _____

Activity: _____

Resources: _____

Team Members: _____

Goal: _____

Activity: _____

Resources: _____

Team Members: _____

Goal: _____

Activity: _____

Resources: _____

Team Members: _____

Teacher _____ Evaluator _____ Date _____

4B Professional Learning Plan/ Activities

Teachers may employ a variety of activities to assist them in achieving their goals.

Activity	Products and progress markers	Individual	Collaborative
Academic coursework; degree/certificate		x	
Action research			x
Assessment as professional learning			x
Case discussions			x
Classroom walk-throughs		x	
Critical friends group			x
Curriculum work; textbook review; curriculum development			x
Data analysis			x
Dialogue			x
Differentiated coaching		x	
Immersing teachers in practice			x
Journaling		x	
Lesson study			x
Mentoring			
<input checked="" type="checkbox"/> Portfolios for educators	<i>Rubrics will be collected for mid-year review (example)</i>	x	
Professional learning communities			x
Shadowing		x	
Standards in practice			x
Student or parent survey			x
Study groups			x
Training the trainer		x	
Examining student work: tuning protocols			x
Video analysis of practice			x
Workshops; conferences			x

For expanded descriptions of some of these activities, please consult: Easton LB, (2008), "Powerful Designs for Professional Learning," (2nd ed.), National Staff Development Council, Oxford, OH.

4B Professional Learning Plan

Optional Mid-Year Review/Progress Checkpoint

What activities described in the plan are making a difference in your teaching practices? What's the evidence?

What, if any, adjustments need to be made to the Professional Learning Plan?

What additional support is needed to accomplish goals?

Teacher _____ Evaluator _____ Date _____

Next review date: _____

4B Professional Learning Plan

Evaluation and Progress Report on Professional Learning Plan

(to be completed in the spring)

How did the objectives and activities/strategies improve your practice and increase learning for all students, particularly the performance of students with disabilities, and/or performance of underachieving populations?

How did your professional learning plan contribute to your professional growth and how did you incorporate what you learned into your teaching and professional practice?

Teacher _____ Evaluator _____ Date _____

Planning Professional Responsibilities/Collaboration and Growth

Overview/Agenda and Meeting Notes

Teacher Role:	Evaluator Role:	Estimated Time:
Entry preparer or participant Primary presenter	Listener and/or observer Evidence collector	Varies by choice event

Activity purpose:

In addition to actual instruction, teaching involves both the planning that happens before students enter the classroom and the reflection and professional actions taken in response to various kinds of information and feedback about teaching. Teachers can use a number of ways to gather this information (unit analysis, videotape analysis, data gathering, peer evaluation, etc.) These activities allow the teacher to select events that will further develop an understanding of the teacher's work.

Activity:

Using the Professional Learning Plan, teachers and evaluators will select options to help assess practice in a variety of areas of responsibility.

Standards to be assessed:

Evidence of teacher professional practice, and of meeting any Standard, may be assessed in many phases and throughout the process. In this phase, evidence is most likely to support Standards 6 and 7, although other Standards may be indicated.

Other standards:

Questions to consider:

- What are some of the ways you have collected information about student learning over time? How have you used the information in your planning, instruction, or assessment?
- How do you evaluate the impact of your professional development activities on student learning?

- Through your reflection on units, assessments, and/or academic climate over the course of the year, what student needs — and consequent professional needs — are most apparent and/or most urgent?
- What resources, technology, or kinds of training are you considering to begin meeting this kind of student and/or professional need?
- What aspects of the school/ district need and/or mission are considered in your professional development plan?
- How will you leverage your professional learning and work by collaborating with colleagues and/or members of the larger community?
- What are some steps to take to facilitate and encourage communication with parents and/or guardians of students?
- What are you doing/ can you do to make data and information gathering and management more efficient and useful?
- What school or district events involve your students, and how can you use your own participation in these events to further your educational goals?
- How do you use feedback from evaluation, peers, professional development, etc. to improve practice?
- Have you undertaken any activities to assist other teachers, individually or in groups, with their professional growth and development?
- To what professional organizations do you belong and how do you use this connection to inform or improve practice?
- What are some of the ways in which you can and do use the content, methodology, and/or resources of those organizations to improve practice?
- What is some of the current research that is influencing your planning, instruction, and/or assessment?
- How can you use some of the research and/or research formats to inform your deepening understanding of your own practice?

Evidence Collection Sheet

Standard 6: Professional Responsibilities and Collaboration

Elements	Performance Indicators	Evidence/Notes
<p>6.1 Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.</p>	<ul style="list-style-type: none"> a. Demonstrates ethical, professional behavior b. Advocates for students c. Demonstrates ethical use of information and information technology d. Completes training to comply with state and local requirements and jurisdictions 	
<p>6.2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.</p>	<ul style="list-style-type: none"> a. Supports the school as an organization with a vision and mission b. Participates on an instructional team c. Collaborates with the larger community 	
<p>6.3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.</p>	<ul style="list-style-type: none"> a. Communicates student performance to families 	
<p>6.4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.</p>	<ul style="list-style-type: none"> a. Maintains records b. Manages time and attendance c. Maintains classroom and school resources and materials d. Participates in school and district events 	
<p>6.5 Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.</p>	<ul style="list-style-type: none"> a. Communicates policies b. Maintains confidentiality c. Reports concerns d. Adheres to policies and contractual obligations and accesses resources 	

Evidence Collection Sheet

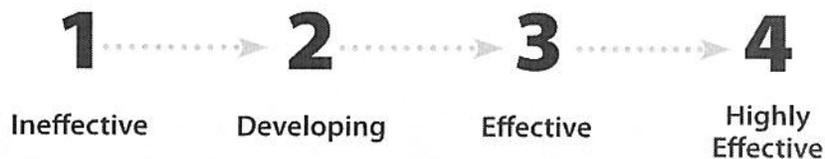
Standard 7: Professional Growth

Elements	Performance Indicators	Evidence/Notes
7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	a. Reflects on evidence of student learning b. Plans professional growth	
7.2 Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.	a. Sets goals b. Engages in professional growth to expand knowledge base	
7.3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.	a. Gives and receives constructive feedback b. Collaborates	
7.4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.	a. Accesses professional memberships and resources	

Converting Evidence/Notes to a Standard Score

(for the evaluator)

1. Review notes and evidence for each assessed element/performance indicator. As appropriate, discuss the evidence with the teacher.
2. On pages 30-31, enter a number (1-4) that reflects the value of the teacher's performance on each assessed element/performance indicator.



Calculating the Score of Professional Practice

1	Knowledge of Students and Student Learning	Score
1.1a	<i>Describes and plans using knowledge of developmental characteristics of students</i>	
1.2a	<i>Uses strategies to support learning and language acquisition</i>	
1.2b	<i>Uses current research</i>	
1.3a	<i>Plans for student strengths, interests and experiences to meet diverse learning needs of each student</i>	
1.4a	<i>Communicates with parents, guardians, and/or caregivers.</i>	
1.5a	<i>Incorporates the knowledge of school community and environmental factors</i>	
1.5b	<i>Incorporates multiple perspectives</i>	
1.6a	<i>Understands technological literacy and its impact on student learning</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 1 score	

2	Knowledge of Content and Instructional Planning	Score
2.1a	<i>Understands key concepts and themes, learning standards and key disciplinary language</i>	
2.1b	<i>Uses current developments in pedagogy and content</i>	
2.2a	<i>Incorporates diverse social and cultural perspectives</i>	
2.2b	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	
2.2c	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	
2.3a	<i>Designs learning experiences that connect to students' life experiences</i>	
2.3b	<i>Designs self-directed learning experiences</i>	
2.4a	<i>Articulates learning objectives/goals with learning standards</i>	
2.5a	<i>Designs instruction using current levels of student understanding</i>	
2.5b	<i>Designs learning experiences using prior knowledge</i>	
2.6a	<i>Organizes time</i>	
2.6b	<i>Selects materials and resources</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 2 score	

3	Instructional Practice	Score
3.1a	<i>Aligns instruction to standards</i>	
3.1b	<i>Uses research-based instruction</i>	
3.1c	<i>Engages students</i>	
3.2a	<i>Provides directions and procedures</i>	
3.2b	<i>Uses questioning techniques</i>	
3.2c	<i>Responds to students</i>	
3.2d	<i>Communicates content</i>	
3.3a	<i>Articulates measures of success</i>	
3.3b	<i>Implements challenging learning experiences</i>	
3.4a	<i>Differentiates instruction</i>	
3.4b	<i>Implements strategies for mastery of learning outcomes</i>	
3.5a	<i>Provides opportunities for collaboration</i>	
3.5b	<i>Provides synthesis, critical thinking, and problem-solving</i>	
3.6a	<i>Uses formative assessment to monitor and adjust pacing</i>	
3.6b	<i>Provides feedback during and after instruction</i>	
A	Total of all Indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 3 score	

4	Learning Environment	Score
4.1a	<i>Interacts with students</i>	
4.1b	<i>Supports student diversity</i>	
4.1c	<i>Reinforces positive interactions among students</i>	
4.2a	<i>Promotes student pride in work and accomplishments</i>	
4.2b	<i>Promotes student curiosity and enthusiasm</i>	
4.3a	<i>Establishes routines, procedures and transitions and expectations for student behavior</i>	
4.3b	<i>Establishes instructional groups</i>	
4.4a	<i>Organizes learning environment</i>	
4.4b	<i>Manages volunteers and/or paraprofessionals</i>	
4.4c	<i>Establishes classroom safety</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 4 score	

Calculating the Score of Professional Practice

5	Assessment for Student Learning	Score
5.1a	<i>Designs and/or selects assessments to establish learning goals and inform instruction</i>	
5.1b	<i>Measures and records student achievement</i>	
5.1c	<i>Aligns assessments to learning goals</i>	
5.2a	<i>Uses assessment data as feedback to set goals with students</i>	
5.2b	<i>Engages students in self-assessment</i>	
5.3a	<i>Accesses, analyzes and interprets assessments</i>	
5.4a	<i>Understands assessment measures and grading procedures</i>	
5.4b	<i>Establishes an assessment system</i>	
5.5a	<i>Communicates purposes and criteria</i>	
5.5b	<i>Provides preparation and practice</i>	
5.5c	<i>Provides assessment skills and strategies</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 5 score	

7	Professional Growth	Score
7.1a	<i>Reflects on evidence of student learning</i>	
7.1b	<i>Plans professional growth</i>	
7.2a	<i>Sets goals</i>	
7.2b	<i>Engages in professional growth to expand knowledge base</i>	
7.3a	<i>Gives and receives constructive feedback</i>	
7.3b	<i>Collaborates</i>	
7.4a	<i>Accesses professional memberships and resources</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 7 score	

6	Professional Responsibilities and Collaboration	Score
6.1a	<i>Demonstrates ethical, professional behavior</i>	
6.1b	<i>Advocates for students</i>	
6.1c	<i>Demonstrates ethical use of information and information technology</i>	
6.1d	<i>Completes training to comply with state and local requirements and jurisdictions</i>	
6.2a	<i>Supports the school as an organization with a vision and mission</i>	
6.2b	<i>Participates on an instructional team</i>	
6.2c	<i>Collaborates with the larger community</i>	
6.3a	<i>Communicates student performance to families</i>	
6.4a	<i>Maintains records</i>	
6.4b	<i>Manages time and attendance</i>	
6.4c	<i>Maintains classroom and school resources and materials</i>	
6.4d	<i>Participates in school and district events</i>	
6.5a	<i>Communicates policies</i>	
6.5b	<i>Maintains confidentiality</i>	
6.5c	<i>Reports concerns</i>	
6.5d	<i>Adheres to policies and contractual obligations and accesses resources</i>	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total Standard 6 score	

Assessment of Practice	Scores
Transfer standard scores to the boxes below	
Standard 1 Knowledge of Students and Student Learning	
Standard 2 Knowledge of Content and Instructional Planning	
Standard 3 Instructional Practice	
Standard 4 Learning Environment	
Standard 5 Assessment for Student Learning	
Standard 6 Professional Responsibilities and Collaboration	
Standard 7 Professional Growth	
Subtotal	
Divide by 7	
Total score of professional practice	

Composite Score

Worksheet: Calculating the Composite Score of Teacher Effectiveness

1 Subcomponent A First, acquire the State assessments score, expressed as a number from 0-20 (TSGPS)	/20
2 Subcomponent B Next, using your local methodology, acquire a value expressed as a number between 0-20, representing a score derived from multiple locally selected measures of student achievement	/20
3 Subcomponent C The scoring methodology has resulted in a rating of 1-4. Use a locally negotiated conversion table to express this score as a value between 0-60	/60
4 Add A + B + C	Total /100
Identify in which scoring range the composite score falls to determine a final effectiveness rating.	

- Highly Effective
- Effective
- Developing
- Ineffective

Final effectiveness rating: _____

Teacher _____ Date _____

Evaluator _____ Date _____

INNOVATION TEAMS:

Albany City School District, Albany Public School Teachers Association and Greater Capital Region Teacher Center
Cathy Corbo, TA President • Raymond Colucciello, Superintendent of Schools

Hempstead Public Schools, Hempstead Teacher Center and Hempstead Teachers Association
Dawn Sherwood, TA President • Patricia Garcia, Superintendent of Schools

Marlboro Central School District, Mid-Hudson Teacher Center and Marlboro Faculty Association
Joe Pesavento, FA President • Raymond Castellani, Superintendent of Schools

North Syracuse Central School District and North Syracuse Education Association
John Kuryla, EA President • Kim Dyce Faucette, Superintendent of Schools; Jerome Melvin, former Superintendent of Schools

Plattsburgh City School District, North Country Teacher Resource Center and Plattsburgh Teachers Association
Roderick Sherman, TA President • James Short, Superintendent of Schools

Poughkeepsie Teachers Association and Poughkeepsie Central School District
Debbie Kardas, TA President • Laval Wilson, Superintendent of Schools



Richard C. Iannuzzi, *President*

Andrew Pallotta, *Executive Vice President*

Maria Neira, *Vice President*

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- A. **Teacher Improvement Plan:** An improvement plan defines specific standards-based goals that a teacher must make progress toward attaining within a specific period of time, and shall include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas.

The plan will clearly describe the professional learning activities that the educator must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the teacher must produce that can serve as benchmarks of improvement and as evidence for the final stage of the improvement plan should be described, and could include items such as lesson plans and supporting materials, including student work. The supervisor will clearly state in the plan the additional support and assistance that the educator will receive.

In the final stage of the improvement plan, the teacher should meet with his or her supervisor to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan for the teacher. A teacher is entitled to bring a union representative or other colleague to participate in all TIP meetings.

In accordance with regulations the implementation of the TIP must begin no later than 10 school days from the opening of classes in the school year following the school year for which such teacher's performance is being measured.

William Floyd School District

Teacher Improvement Plan (TIP)

Areas That Need Improvement:

Timeline:

Assessment of Improvement:

Activities to Support Improvement:

Comments:

Teacher:

Date

Principal:

Date

Superintendent or Designee :

Date

William Floyd School District
 8.1 Principal Local Measures

20 Point HEDI Scale

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
≥96	95-94	93-91	90-89	88-87	86-85	84-83	82-81	80-79	78-77	76	75	74-73	72-71	70-69	68-67	66	65	64-40	39-31	≤30

William Floyd School District
8.1 Principal Local Measures

15 Point HEDI Scale

In the absence of Value Added, the 20 point chart will be utilized.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
≥95	94-91	90	89-88	87-85	84-82	81-79	78-75	74	73-72	71-70	69-68	67-65	64-40	39-31	≤30

Principal APPR
Directions – How to Convert Points

Each Principal will be evaluated based on the **45 indicators** from the 7 domains in the **Multidimensional Rubric**. Principals will receive a score of 1, 2, 3 or 4 points based on the **Multidimensional Rubric** for each indicator. The **TOTAL** number of the points earned from the 45 indicators will be divided by 45 (indicators) and a score between 1 and 4 will be the result. That score will convert to a number between **0 – 60**, as per the conversion chart below.

Example—If you earn **152** points (from the 45 indicators), take **152** and divide it by **45** (# of indicators), which equals **3.37**. This number gets rounded to **3.4**, which on the Conversion Chart is **57.7** points.

Total Average Rubric Score	Category	Conversion Score for Composite
1	Ineffective 0-49	0
1.1		8.2
1.2		16.4
1.3		24.6
1.4		32.8
1.5		41
1.6	49	
1.7	Developing 50-56	50
1.8		50.6
1.9		51.2
2		51.9
2.1		52.5
2.2		53.2
2.3		53.9
2.4		54.5
2.5		55.2
2.6		56
2.7	Effective 57-58	57
2.8		57.1
2.9		57.2
3		57.3
3.1		57.4
3.2		57.5
3.3		57.6
3.4		57.7
3.5		57.8
3.6		58
3.7	Highly Effective 59-60	59
3.8		59.3
3.9		59.6
4		60

A. **Principal Improvement Plan:** An improvement plan defines specific standards-based goals that a principal must make progress towards attaining within a specific period of time, and shall include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas.

The plan will clearly describe the professional learning activities that the educator must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the Principal must produce that can serve as benchmarks of improvement and as evidence for the final stage of the improvement plan should be described, and could include items such as lesson plans and supporting materials, including student work. The supervisors will clearly state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the Principal should meet with his or her supervisor to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan for the principal.

In accordance with regulations, the implementation of the PIP must begin no later than 10 school days from the opening of classes in the school year following the school year for which such principal's performance is being measured.

William Floyd School District
Principal Improvement Plan (PIP)

- 1. Areas that need improvement**
- 2. Timeline**
- 3. Assessment of improvement**
- 4. Activities to support improvement**
- 5. Comments**

Principal

Date

Superintendent or Designee

Date

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

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

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

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

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

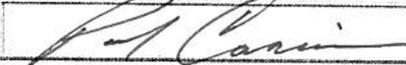
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

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

Signatures, dates

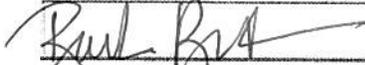
Superintendent Signature: Date:

 3/12/14

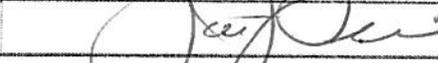
Teachers Union President Signature: Date:

 3/12/14

Administrative Union President Signature: Date:

 3/12/14

Board of Education President Signature: Date:

 3/12/14