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

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

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March 21, 2013

Revised

Dr. Pless M. Dickerson, Superintendent
Wyandanch Union Free School District
1445 Dr. Martin L. King Jr. Boulevard
Wyandanch, NY 11798

Dear Superintendent Dickerson:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Thomas Rogers

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 17, 2012
Updated Wednesday, March 20, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580109020000

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

580109020000

1.2) School District Name: WYANDANCH UFSD

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

WYANDANCH UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

- Model Induction (NYSED)

- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
- School Innovation Fund Round 2 (NYSED)
- Systemic Supports for District and School Turnaround (NYSED)

1.5) Assurances

Please check all of the boxes below:

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

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

Submission of material changes to an approved APPR plan

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

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

Annual (2012-13)

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

Created Monday, May 21, 2012
Updated Friday, January 04, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	WUFSD District Developed Grade K ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	WUFSD District Developed Grade 1 ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	WUFSD District Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Wyandanch Union Free School District will be assessing growth. The teachers will give a pre-test at the beginning of the year and the results of those pre-test scores will be converted to levels 1 thru 4 using the Wyandanch Level Matrix. At the end of the year, a post-summative test will be given and the results of those scores will be converted to levels. Both the scores of the pre-test and post-test will be averaged and compared to one another and the difference of the level increase/decrease of the overall student growth will correspond with 0 to 20 HEDI Score. (Using the conversion chart in task 2.11) The students scores on the pre-assess willl be to converted to a 1-4 level. Then once each students score is converted to a 1-4 level then a class average will be determined. This process will be repeated for a post summative assess. Both the pre test and post test class average levels will be compared to one another, and check difference between decrease and decrease will corespond ith 0-20 HEDI score using conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Uploaded 2.11 Attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Uploaded 2.11 Attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Uploaded 2.11 Attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Uploaded 2.11 Attachment

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	WUFSD District Developed Grade K Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	WUFSD District Developed Grade 1 Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	WUFSD District Developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Wyandanch Union Free School District will be assessing growth. The teachers will give a pre-test at the beginning of the year and the results of those pre-test scores will be converted to levels 1 thru 4 using the Wyandanch Level Matrix. At the end of the year, a post-summative test will be given and the results of those scores will be converted to levels. Both the scores of the pre-test and post-test will be averaged and compared to one another and the difference of the level increase/decrease of the overall student growth will correspond with 0 to 20 HEDI Score. (Using the conversion chart in task 2.11) The students scores on the pre-assess willl be to converted to a 1-4 level. Then once each students score is converted to a 1-4 level then a class average will be determined. This process will be repeated for a post summative assess. Both the pre test and post test class average levels will be compared to one another, and check difference between decrease and decrease will corespond ith 0-20 HEDI score using conversion chart in task 2.11
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Uploaded 2.11 Attachment

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	WUFSD District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	WUFSD District Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	Wyandanch Union Free School District will be assessing growth. The teachers will give a pre-test at the beginning of the year and the results of those pre-test scores will be

graphic at 2.11, below.	converted to levels 1 thru 4 using the Wyandanch Level Matrix. At the end of the year, a post-summative test will be given and the results of those scores will be converted to levels. Both the scores of the pre-test and post-test will be averaged and compared to one another and the difference of the level increase/decrease of the overall student growth will correspond with 0 to 20 HEDI Score. (Using the conversion chart in task 2.11) The students scores on the pre-assess willl be to converted to a 1-4 level. Then once each students score is converted to a 1-4 level then a class average will be determined. This process will be repeated for a post summative assess. Both the pre test and post test class average levels will be compared to one another, and check difference between decrease and decrease will corespond ith 0-20 HEDI score using conversion chart in task 2.11
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2.5) Grades 6-8 Social Studies

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Wyandanch Union Free School District will be assessing growth. The teachers will give a pre-test at the beginning of the year and the results of those pre-test scores will be converted to levels 1 thru 4 using the Wyandanch Level Matrix. At the end of the year, a post-summative test will be given and the results of those scores will be converted to levels. Both the scores of the pre-test and post-test will be averaged and compared to one another and the difference of the level increase/decrease of the overall

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2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	WUFSD District Developed Global I Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Wyandanch Union Free School District will be assessing growth. The teachers will give a pre-test at the beginning of the year and the results of those pre-test scores will be converted to levels 1 thru 4 using the Wyandanch Level Matrix. At the end of the year, a post-summative test will be given and the results of those scores will be converted to levels. Both the scores of the pre-test and post-test will be averaged and compared to one another and the difference of the level increase/decrease of the overall student growth will correspond with 0 to 20 HEDI Score. (Using the conversion chart in task 2.11) The students

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2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Wyandanch Union Free School District will be assessing growth. The teachers will give a pre-test at the beginning of the year and the results of those pre-test scores will be converted to levels 1 thru 4 using the Wyandanch Level Matrix. At the end of the year, a post-summative test will be given and the results of those scores will be converted to levels. Both the scores of the pre-test and post-test will be averaged and compared to one another and the difference of the level increase/decrease of the overall student growth will correspond with 0 to 20 HEDI Score. (Using the conversion chart in task 2.11) The students scores on the pre-assess willl be to converted to a 1-4 level. Then once each students score is converted to a 1-4 level then a class average will be determined. This process will be repeated for a post summative assess. Both the pre test and post test class average levels will be compared to one another, and check difference between

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2.8) High School Math Regents Courses

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

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

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

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

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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	WUFSD District Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WUFSD District Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Wyandanch Union Free School District will be assessing growth. The teachers will give a pre-test at the beginning of the year and the results of those pre-test scores will be converted to levels 1 thru 4 using the Wyandanch Level Matrix. At the end of the year, a post-summative test will be given and the results of those scores will be converted to levels. Both the scores of the pre-test and post-test will be averaged and compared to one another and the difference of the level increase/decrease of the overall student growth will correspond with 0 to 20 HEDI Score. (Using the conversion chart in task 2.11) The students scores on the pre-assess willl be to converted to a 1-4 level. Then once each students score is converted to a 1-4 level then a class average will be determined. This process will be repeated for a post summative assess. Both the pre test and post test class average levels will be compared to one another, and check difference between decrease and decrease will corespond ith 0-20 HEDI score using conversion chart in task 2.11
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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
All Other Secondary Math Courses	District, Regional or BOCES-developed	WUFSD Developed Math Course Specific Assessment
All Other Secondary ELA Courses	District, Regional or BOCES-developed	WUFSD Developed ELA Course Specific Assessment
All Other Secondary Science Courses	District, Regional or BOCES-developed	WUFSD Developed Secondary Science Course Specific Assessment
All Art Courses	District, Regional or BOCES-developed	WUFSD Developed Art Course Specific Assessment
All PE	District, Regional or BOCES-developed	WUFSD Developed PE Course Specific Assessment
All Music Courses	District, Regional or BOCES-developed	WUFSD Developed Music Course Specific Assessment
ESL Gr 11	State Assessment	ELA Regents
All World Language Courses	District, Regional or BOCES-developed	Regional/BOCES developed course specific LOTE assessment
ESL Grades 3-8	State Assessment	NYS ELA Course Specific State Assessments
Speech/Reading/Library Elementary K-2	District, Regional or BOCES-developed	WUFSD Developed ELA Course Specific Assessment
Speech/Reading/Library Grade 11	State Assessment	Grade 11 ELA Regents
Speech/Reading/Library Gr. 3-8	State Assessment	Grade Level ELA NYS State Assessment, Gr. 3-5 MLK Gr. 6-8 MLO
Family and Consumer Science	District, Regional or BOCES-developed	WUFSD Developed Family and Consumer Science Assessments
Library Secondary gr 11	State Assessment	HS ELA Regents
ESL K-2, Grades 9. 10, and 12	District, Regional or BOCES-developed	WUFSD Developed ELA Course Specific Assessment
Library Elementary 3-8	State Assessment	NYS 3-8 ELA Assessment
Health Courses	District, Regional or BOCES-developed	WUFSD Developed Health Course Specific Assessment
Speech/Reading/Library Gr. 9,10,12	District, Regional or BOCES-developed	WUFSD Developed ELA Course Specific Assessment
All other courses not listed above	District, Regional or BOCES-developed	WUFSD Course Specific Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Wyandanch Union Free School District will be assessing growth. The teachers will give a pre-test at the beginning of the year and the results of those pre-test scores will be converted to levels 1 thru 4 using the Wyandanch Level Matrix. At the end of the year, a post-summative test will be given and the results of those scores will be converted to levels. Both the scores of the pre-test and post-test will be averaged and compared to one another and the difference of the level increase/decrease of the overall student growth will correspond with 0 to 20 HEDI Score. (Using the conversion chart in task 2.11) The students scores on the pre-assess willl be to converted to a 1-4 level. Then once each students score is converted to a 1-4 level then a class average will be determined. This process will be repeated for a post summative assess. Both the pre test and post test class average levels will be compared to one another, and check difference between decrease and decrease will corespond ith 0-20 HEDI score using conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Uploaded 2.11 Attachment
Effective (9 - 17 points) Results meet District goals for similar students.	See Uploaded 2.11 Attachment
Developing (3 - 8 points) Results are below District goals for similar students.	See Uploaded 2.11 Attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Uploaded 2.11 Attachment

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/131619-TXEtxx9bQW/Table 2.11 HEDI Growth Model 1-4-13 a.xls

2.12) Locally Developed Controls

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

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

Attachment above includes the added tables for students with disabilities and the adjustments made in percentages for inclusion students and self-contained students ad ELL . The academic history of the students along with historical performance averages for these groups were used with the percentage bands. Students prior academic history will be taken into consideration in development of Hedi scoring for Special Education and ESL/ELL students.

Conventional rounding rules will apply.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Wyandanch Union Free District (WUFSD) Developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	WUFSD District Developed for Grade 5 ELA

6	5) District, regional, or BOCES–developed assessments	WUFSD District Developed for Grade 6 ELA
7	5) District, regional, or BOCES–developed assessments	WUFSD District Developed for Grade 7 ELA
8	5) District, regional, or BOCES–developed assessments	WUFSD District Developed for Grade 8 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.	Teachers in collaboration with the principals will establish a proficiency bench mark of 65 or higher based upon the overall percentage of students that meet or exceed a proficiency benchmark, a 0 - 15 HEIDI score will be determined to using the uploaded conversion chart in task 3.3. The WUFSD will allow teachers to set differentiated proficiency targets for SWD ELL as stated in the attached charts.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.3 Attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.3 Attachment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.3 Attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.3 Attachment

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Wyandanch Union Free District (WUFSD) Developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	WUFSD District Developed for Grade 5 ELA
6	5) District, regional, or BOCES–developed assessments	WUFSD District Developed for Grade 6 ELA
7	5) District, regional, or BOCES–developed assessments	WUFSD District Developed for Grade 7 ELA

8	5) District, regional, or BOCES–developed assessments	WUFSD District Developed for Grade 8 ELA

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.	Teachers in collaboration with the principals will establish a proficiency bench mark of 65 or higher based upon the overall percentage of students that meet or exceed a proficiency benchmark, a 0 - 15 HEIDI score will be determined to using the uploaded conversion chart in task 3.3. The WUFSD will allow teachers to set differentiated proficiency targets for SWD ELL as stated in the attached charts.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.3 Attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.3 Attachment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.3 Attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.3 Attachment

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/140418-rhJdBgDruP/Table 3.3 - Value Added 15 Pts 1-3-13.xls

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Wyandanch Union Free School District (WUFSD) District Developed for Grade K ELA

1	5) District, regional, or BOCES–developed assessments	(WUFSD) District Developed for Grade 1 ELA
2	5) District, regional, or BOCES–developed assessments	(WUFSD) District Developed for Grade 2 ELA
3	5) District, regional, or BOCES–developed assessments	(WUFSD) District Developed for Grade 3 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.	Teachers in collaboration with the principals will establish a proficiency bench mark of 65 or higher based upon the overall percentage of students that meet or exceed a proficiency benchmark, a 0 - 20 HEDI score will be determined to using the uploaded conversion chart of task 3.13. The WUFSD will allow teachers to set differentiated proficiency targets for SWD ELL as stated in the attached charts.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	(WUFSD) Wyandanch (Union Free School District (WUFSD) District Developed for Grade K Math
1	5) District, regional, or BOCES–developed assessments	(WUFSD) District Developed for Grade 1 Math
2	5) District, regional, or BOCES–developed assessments	(WUFSD) District Developed for Grade 2 Math
3	5) District, regional, or BOCES–developed assessments	(WUFSD) District Developed for Grade 3 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.	Teachers in collaboration with the principals will establish a proficiency bench mark of 65 or higher based upon the overall percentage of students that meet or exceed a proficiency benchmark, a 0 - 20 HEDI score will be determined to using the uploaded conversion chart of task 3.13. The WUFSD will allow teachers to set differentiated proficiency targets for SWD ELL as stated in the attached charts.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Wyandanch Union Free School (WUFSD) District Developed for Grade 6 Science
7	5) District, regional, or BOCES–developed assessments	(WUFSD) District Developed for Grade 7 Science
8	5) District, regional, or BOCES–developed assessments	(WUFSD) District Developed for Grade 8 Science

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.	Teachers in collaboration with the principals will establish a proficiency bench mark of 65 or higher based upon the overall percentage of students that meet or exceed a proficiency benchmark, a 0 - 20 HEDI score will be

	determined to using the uploaded conversion chart of task 3.13. The WUFSD will allow teachers to set differentiated proficiency targets for SWD ELL as stated in the attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Wyandanch Union Free School (WUFSD) District Developed for Grade 6 Social Studies
7	5) District, regional, or BOCES–developed assessments	(WUFSD) District Developed for Grade 7 Social Studies
8	5) District, regional, or BOCES–developed assessments	(WUFSD) District Developed for Grade 8 Social Studies

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.	Teachers in collaboration with the principals will establish a proficiency bench mark of 65 or higher based upon the overall percentage of students that meet or exceed a proficiency benchmark, a 0 - 20 HEDI score will be determined to using the uploaded conversion chart of task 3.13. The WUFSD will allow teachers to set differentiated proficiency targets for SWD ELL as stated in the attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment

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

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Wyandanch Union Free School (WUFSD) District Developed for Global I
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global 2 Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	U.S. History and Government Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principals will establish a proficiency bench mark of 65 or higher based upon the overall percentage of students that meet or exceed a proficiency benchmark, a 0 - 20 HEDI score will be determined to using the uploaded conversion chart of task 3.13. The WUFSD will allow teachers to set differentiated proficiency targets for SWD ELL as stated in the attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement	See Uploaded 3.13 Attachment

for grade/subject.	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Regents Physical Setting Earth Science
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Regents Physical Setting Chemistry
Physics	3) Teacher specific achievement or growth score computed locally	NYS Regents Physical Setting Physics

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in collaboration with the principals will establish a proficiency bench mark of 65 or higher based upon the overall percentage of students that meet or exceed a proficiency benchmark, a 0 - 20 HEDI score will be determined to using the uploaded conversion chart of task 3.13. The WUFSD will allow teachers to set differentiated proficiency targets for SWD ELL as stated in the attached charts.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Intergrated Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2/Trig 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.

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.	Teachers in collaboration with the principals will establish a proficiency bench mark of 65 or higher based upon the overall percentage of students that meet or exceed a proficiency benchmark, a 0 - 20 HEDI score will be determined to using the uploaded conversion chart of task 3.13. The WUFSD will allow teachers to set differentiated proficiency targets for SWD ELL as stated in the attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Wyandanch district developed Gr. 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Wyandanch district developed Gr. 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English 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.

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.	Teachers in collaboration with the principals will establish a proficiency bench mark of 65 or higher based upon the overall percentage of students that meet or exceed a proficiency benchmark, a 0 - 20 HEDI score will be determined to using the uploaded conversion chart of task 3.13. The WUFSD will allow teachers to set differentiated proficiency targets for SWD ELL as stated in the attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment

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

	All Art Courses	5) District/regional/BOCES–developed	Wyandanch District Developed Course Specific Art Assessment
	All PE	5) District/regional/BOCES–developed	Wyandanch District Developed Course Specific PE Assessment
	All Music Courses	5) District/regional/BOCES–developed	Wyandanch District Developed Course Specific Music Assessment
	ESL Grade 11	3) Teacher specific achievement/growth score computed locally	Grade 11 ELA Regents
	All World Language Courses	5) District/regional/BOCES–developed	Regional/BOCES developed course specific FLACS regional assessments
	ESL Grades 3-8	5) District/regional/BOCES–developed	Wyandanch District Developed Course Specific ELA Assessment
	Speech/Reading/Library Elementary k-2	5) District/regional/BOCES–developed	Wyandanch District Developed Course Specific ELA Assessment
	Speech/Reading/Library Grade 11	3) Teacher specific achievement/growth score computed locally	Grade 11 ELA Regents
	Speech/Reading/Library Gr. 3-8	5) District/regional/BOCES–developed	Wyandanch District Developed Course Specific ELA Assessment
	Family and Consumer Science	5) District/regional/BOCES–developed	Wyandanch District Developed Course Specific Family and Consumer Science Assessment
	Library Secondary Gr. 11	5) District/regional/BOCES–developed	Wyandanch District Developed Course Specific ELA Assessment
	ESL K-2, Gr. 9, 10, and 12	5) District/regional/BOCES–developed	Wyandanch District Developed Course Specific ELA Assessment
	Library Elementary Gr. 3-8	5) District/regional/BOCES–developed	Wyandanch District Developed Course Specific ELA Assessment
	Health Courses	5) District/regional/BOCES–developed	WUFSD Developed Health Course Specific Assessment
	Speech/Reading/Library Gr, 9, 10, 12	5) District/regional/BOCES–developed	WUFSD Developed ELA Course Specific Assessment
	All other courses not used above	5) District/regional/BOCES–developed	WUFSD Course Specific Assessment

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.	Teachers in collaboration with the principals will establish a proficiency bench mark of 65 or higher on all District developed and Regents and a 3 or higher on ELA and Math assessment. Based upon the overall percentage of students that meet or exceed a proficiency benchmark, a 0 - 20 HEDI score will be determined to using the uploaded conversion chart of task 3.13. The WUFSD will allow teachers to set differentiated proficiency targets for SWD ELL as stated in the attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 3.13 Attachment

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/140418-y92vNseFa4/Table 3.13 - 20 PT SLO Local - 1-3-13.xls

3.14) Locally Developed Controls

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

Wyandanch Union Free School District will allow teachers to set differentiated proficiency targets for SWD and ELL Students, as stated in the attached charts. Refer to the general HEDI Section.

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.

The district's process for combining multiple locally selected measures will be weighted proportionately based upon the number of students included in all SLO's. This will provide for one overall component score between 0-20 or 0-15. We will rond to the nearesr whole number.

For example, a teacher has 100 students to include within three classes. Class A has 50 students, class B has 30 students and class C has 20 students. This teacher will get three HEDI scores. Class A will be multiplied by.5, class B will be multiplied by .3 and class C by .2. These weighted numbers will then be added together for one HEDI score.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, June 19, 2012
Updated Thursday, January 03, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be assigned a raw score from 0 to 60 based on observations and evaluations conducted using the Charlotte Danielson Rubric. In order to determine this score (0 to 60), the teacher will receive a score of 1 to 4 for each sub component observed within the four domains. The score from all observed sub component within each domain will be averaged to determine an average domain score out of 1 to 4. Once all domains are scored they will be averaged together resulting in an oveall Rubric Score of 1 to 4. The overall rubric score will then convert to a HEDI Score of 0 to 60 using the uploaded conversion chart in task 4.5

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

assets/survey-uploads/5091/143875-eka9yMJ855/Table 4.5 - 0 to 60 HEDI Conversion 1-3-13.xls

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.	Exemplary, above average performance is achieved in knowledge of students and students learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration and professional growth. instruction,managing classroom environment, planning, preparation, professional responsibilites
Effective: Overall performance and results meet NYS Teaching Standards.	Effective, average performance is achieved in Exemplary, above average performance is achieved in knowledge of students and students learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration and professional growth. instruction,managing classroom environment, planning, preparation, professional responsibilites.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Below average performance is achieved in knowledge of students and students learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration and professional growth. instruction,managing classroom environment, planning, preparation, professional responsibilites
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Unsatisfactory performance is achieved in knowledge of students and students learning, knowledge of content and instructional planning, instructional practice, learning environment, assessment for student learning, professional responsibilities and collaboration and professional growth. instruction,managing classroom environment, planning, preparation, professional responsibilites.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	2
4.6) Observations of Probationary Teachers | Informal/Short	1
4.6) Observations of Probationary Teachers | Enter 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 probationary teachers be done in person, by video, or both?

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0

Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Tuesday, June 19, 2012
Updated Thursday, December 20, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, June 12, 2012
Updated Monday, March 18, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/141807-Df0w3Xx5v6/TIP-Teacher Improvement Formsection 6'2 revised 6'27'12.doc

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:

Wyandanch Union Free School District
*TEACHER APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS**
Appeals of annual professional performance reviews are limited to those that rate a teacher as Ineffective or Developing only.
WHAT MAY BE CHALLENGED IN AN APPEAL
Appeal procedures are limited to the scope of appeals under Education Law §3012-c to the following subjects:

(1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
(2) the adherence to the Commissioner's regulations, as applicable to such reviews;
(3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
(4) the school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.
PROHIBITION AGAINST MORE THAN ONE APPEAL
A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
TIMEFRAME FOR FILING APPEAL
All appeals must be submitted in writing to the superintendent of schools, no later than 10 work days of the date when the teacher receives his or her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed within 10 work days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.
When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.
All appeals shall be submitted directly to the Superintendent of schools.
TIMEFRAME FOR DISTRICT RESPONSE
Within 10 calendar days of receipt of an appeal, the school district member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal to the superintendent of schools. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the evaluator's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the evaluator to the superintendent, and any and all additional information submitted with the response.
DECISION-MAKER ON APPEAL
Upon receipt of an appeal, the superintendent of schools will make the final rating decision.
DECISION
A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the evaluator's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.
The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the Superintendent may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.
SECOND YEAR APPEALS – Shall follow the same process above

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE
The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.
** This appeal process is effective for the length of the APPR plan which is one year, 2012-2013. The appeals process shall be reviewed every year before June of each year of the APPR plan. This appeals process shall be in effect until a new plan is renegotiated and agreed upon by parties involved.*

6.4) Training and Certification of Lead Evaluators and Evaluators

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

There have been numerous training sessions for District Evaluators which are listed below:

1.Central Administrators have attended training sessions at Western Suffolk BOCES over the 9 Modules. 5 days.
2. Central Administrators, Building Administrators attended Marshall training through Western Suffolk BOCES. Duration 3 days.
3. In District training through turn key personnel for Teacher Evaluation Rubric Training. Duration 1 day.
4. Evidenced based gathering for Teacher Evaluations by Western Suffolk BOCES Consultant.

This is the first year the district is using the Danielson Rubric for teacher evaluations. To ensure rater reliability, administrators were required to observe numerous clips of teachers delivering instruction and
rate them using the rubric. Observations were critiqued and supporting evidence fine tuned until 98% of the administrators were grading in unison. On a monthly basis, all administrators meet for a two hour professional development workshop where the sole focus is observation and evaluation techniques using the protocols established by Charlotte Danielson Rubric. Administrators continue to observe clips of both novice and seasoned teachers, collect data and write up the observations. Peer groups have been established in the district whereby the team reviews each other's write-ups and provide feedback. They engage in formal and informal (walk-throughs) as a team of three. They do their write-ups separately and then meet as a team to provide feedback to each other. This also ensures rater reliability. This summer all administrators also participate in a four day training focusing on the same theme of the observation/evaluation process along with techniques to improve the teaching/learning process. The training that has transpired this year will aptly certify all of our administrators. At our summer retreats, every administrator will be recertified by
viewing and writing up observation clips.
One of our administrators, as part of the RTT Network Team, have participated in the training afforded by SED in Albany and have turn-keyed all of our administrators in:
• "Bringing the Common core to Life" - 1/2 day
• CCSS - Shifts in Instruction - ELA- 1/2 day
• CCSS - Shifts in Instruction - Math- 1/2 day
• School Based Inquiry/Data Driven Instruction- 1/2 day
• Teacher Evaluation - 1/2 day
• Introduction to the use of the student growth percentile model and the
value-added model – Administrators will attend upcoming workshops proposed by SED
• Network trainers will attend additional growth and value added workshops
when they become available and turn-key all administrators.
Our administrators are also participating in all of the trainings that our local BOCES have been providing and participating in Webinars:
• School Based Inquiry Teams - 1/2 day
• Data Driven Instruction- 1/2 day
Teacher Evaluation and APPR Framework - 1/2 day
• Using Formative Assessments aligned to the Common Core and
State Standards
• Application and use of NYSTART, BARS, SIRS
• BOCES Workshop – SLOs – rules and regulations and samples - 1/2 day
• BOCES Workshop – SLOs – connecting them to classroom observations- 1/2 day
• BOCES Workshop – SLOs – developing teacher and principal SLOs- 1/2 day
• Webinar – Implementation Planning for the Common core Assessments - 1/2 day
• Webinars (when available)- Specific considerations in evaluating teachers, principals of ELL and SWD- 1/2 day
Additional training 1/2 day trainings and or designee has also been conducted by the Superintendent on:
• Understanding and infusing of NYS Teaching Standards and ISLLC Standards
• Application and use of the Teacher and Principal Evaluation Rubrics
• Application and use of final assessment data
• Scoring methodology for all subcomponents
• Application and use of portfolios and performance assessments
• Evidence based observation techniques grounded in research as described in opening paragraphs. (6.5) Assurances -- Evaluators

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers | Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, June 21, 2012
Updated Friday, January 04, 2013

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Elementary K - 2	District, regional, or BOCES-developed	Wyandanch District developed ELA and Math K-2 assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Wyandanch Union Free School District will be assessing growth. The principals HEDI score will be determined using results of the pre-test given at the beginning of the year and the post-tests given at the end of the year. The teachers will give a pre-test at the beginning of the year and the results of those pre-test scores will be converted to levels 1 thru 4 using the Wyandanch Level Matrix. At the end of the year, a post-summative test will be given and the results of those scores will be converted to levels. Both the scores of the pre-test and post-test will be averaged and compared to one another and the difference of the level increase/decrease of the overall student growth will correspond with 0 to 20 HEDI Score. (Using the conversion chart in task 7.3) The students scores on the pre-assess willl be to converted to a 1-4 level. Then once each students score is converted to a 1-4 level then a class average will be determined. This process will be repeated for a post summative assess. Both the pre test and post test class average levels will be compared to one another. The result will be a percentage increase/decrease which will correspond to a 0-20 HEDI score for the principals using the conversion chart in 7.3.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See Uploaded 7.3 attachment

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Uploaded 7.3 attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Uploaded 7.3 attachment
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See Uploaded 7.3 attachment

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

assets/survey-uploads/5365/144590-lha0DogRNw/Table 7.3 Principal Growth Model 1-4-13.xls

7.4) Special Considerations for Comparable Growth Measures

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

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

The principals will be allowed to set differentiated growth targets for SWD and ELL Students.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Friday, June 08, 2012
Updated Thursday, January 03, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	Wyandanch Union Free School District Developed Gr. 3-5 ELA and Math Assessments
6-8	(d) measures used by district for teacher evaluation	Wyandanch Union Free School District Developed Gr. 6-8 ELA and Math Assessments
9-12	(d) measures used by district for teacher evaluation	The Five Gatekeeper Regents: Comprehensive English - GR. 11 (ELA), Intergrated Algebra, Living Environment, Global History and Geography (Global 2), U.S. History Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Teachers in collaboration with the principals will establish a proficiency bench mark of 65 or higher on all District developed and Regents and a 3 or higher on ELA and Math assessment. Based upon the overall percentage of students that meet or exceed a proficiency benchmark, a 0 - 20 HEDI score will be determined to using the uploaded conversion chart of task 8.1. The WUFSD will allow teachers to set differentiated proficiency targets for SWD ELL as stated in the attached charts.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 8.1 attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement	See Uploaded 8.1 attachment

for grade/subject.	
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 8.1 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 8.1 attachment

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

assets/survey-uploads/5366/140485-8o9AH60arN/Table 8.1 - Value Added 15 Pts 1-3-13.xls

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

(No response)

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K- 2	(d) measures used by district for teacher evaluation	WUFSD District Developed K-2 ELA and Math Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Teachers in collaboration with the principals will establish a proficiency bench mark of 65 or higher on all District developed and Regents and a 3 or higher on ELA and Math assessment. Based upon the overall percentage of students that meet or exceed a proficiency benchmark, a 0 - 20 HEDI score will be determined to using the uploaded conversion chart of task 3.13. The WUFSD will allow teachers to set differentiated proficiency targets for SWD ELL as stated in the attached charts.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 8.2 Chart
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 8.2 Chart

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 8.2 Chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Uploaded 8.2 Chart

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

(No response)

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

assets/survey-uploads/5366/140485-T8MlGWUVm1/Table 8.2 - 20 PT SLO Principal Local - 1-3-13.xls

8.3) Locally Developed Controls

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

Wyandanch Union Free School District will allow Principals to set differentiated proficiency targets for SWD and ELL Students, as stated in the attached charts. Refer to the general HEDI Section.

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances | Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances | Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check

8.5) Assurances | Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances | Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances | If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Monday, June 25, 2012
Updated Friday, January 04, 2013

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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.

Principals will be assigned a raw score from 0 to 60 based on observations and evaluations conducted using the Kim Marshall Rubric. In order to determine this score (0 to 60), the principal will receive a score of 1 to 4 for each sub component observed within the six domains (Ineffective 1, Developing - 2, Effective - 3, Highly Effective - 4). The score from all observed sub components within each domain will be added to determine an average domain score out of 1 to 4. Once all domains are scored they will be averaged together resulting in an overall Rubric Score of 1 to 4. The overall rubric score will then convert to a Heidi Score of 0 to 24 using the uploaded conversion chart in task 9.7.

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

assets/survey-uploads/5143/145603-pMADJ4gk6R/Table 9.7 - 0 to 60 HEDI Conversion 1-4-13.xls

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.	The principal's results on the Marshall Rubric will exceed standards in the areas of diagnosis and planning, priority management and communication, curriculum and data, supervision, evaluation, and professional development, discipline and parent involvement,and management and external relations. A principal in this category will score in the Highly Effective rating for most of the rubric elements.
Effective: Overall performance and results meet standards.	The principal's results on the Marshall Rubric will meet standards in the areas of diagnosis and planning, priority management and communication, curriculum and data, supervision, evaluation, and professional development, discipline and parent involvement,and management and external relations. A principal in this category will score in the Effective rating for most of the rubric elements.
Developing: Overall performance and results need improvement in order to meet standards.	The principal's results on the Marshall Rubric will indicate that improvement is needed in some of the areas of diagnosis and

	planning, priority management and communication, curriculum and data, supervision, evaluation, and professional development, discipline and parent involvement,and management and external relations. A principal in this category will score in the Improvement Necessary rating for most of the rubric elements.
Ineffective: Overall performance and results do not meet standards.	The principal's results on the Marshall Rubric will indicate that the principals is not meeting the standards in the areas of diagnosis and planning, priority management and communication, curriculum and data, supervision, evaluation, and professional development, discipline and parent involvement,and management and external relations. A principal in this category will score in the Does not meet Standards rating for most of the rubric elements.

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	2
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	2
By trained administrator	2
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Tuesday, June 26, 2012
Updated Friday, January 04, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, June 21, 2012
Updated Friday, January 04, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/144652-Df0w3Xx5v6/PIP-Principal Improvement Form 062612.doc

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:

1. The annual evaluation of a building principal shall be presented at a meeting between the principal and Superintendent of Schools or his/her designee on a date selected by the Superintendent.

2. Within ten (10) business days of the receipt of a building principal's evaluation of developing from the Superintendent of Schools based upon a total composite score, The principal may appeal the evaluation in writing to the Superintendent or his/her designee. The appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to include a

particular basis for the appeal within a principal's written appeal shall be deemed a waiver of that basis. The evaluated principal may only challenge the substance, rating and/or adherence to the parties' Annual Professional Performance Review Plan adopted pursuant to 8 NYCRR 30-2 and Education Law Section 3012-c. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

3. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal within fifteen (15) business days. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence and/or arguments submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal. The decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all respects and shall not be subject to review at arbitration, before any administrative agency or in any court of law. However, the failure of either party to abide by the above agreed upon process and/or PIP process shall be subject to the grievance procedure of the collective bargaining agreement.

4. Within ten (10) business days of the receipt of a building principal's evaluation of ineffective from the Superintendent of Schools based upon a total composite score, the principal may appeal the evaluation in writing to a panel of administrators as set forth herein. The appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to include a particular basis for the appeal within a principal's written appeal shall be deemed a waiver of that basis. The evaluated principal may only challenge the substance, rating and/or adherence to the parties' Annual Professional Performance Review Plan adopted pursuant to 8 NYCRR 30-2 and Education Law Section 3012-c. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

5. Upon receipt of the principal's appeal, the Superintendent of Schools shall establish a panel within ten (10) business days for review of the evaluation. The panel shall be established consisting of three administrators, one member of the bargaining unit selected by the President of the Administrators' bargaining unit, one Central Office Administrator selected by the Superintendent, and one administrator who shall be an interim or retired administrator mutually selected by the parties. The review by the panel shall be completed within ten (10) business days of delivery of the written request for review from the building principal. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, support papers submitted by the principal and/or a response to the appeal by the principal's evaluator, if other than the Superintendent. However, within five (5) business days of receipt of the appeal, the panel may request written clarification of any of the information submitted as part of the original documentation. This request shall not extend the requirement of the panel to complete its work and issue a report and recommendation within the time limit set forth above. The panel's written review recommendation shall be transmitted to the Superintendent and the Appellant upon completion. The Superintendent shall consider the written review recommendation of the panel and shall issue a written decision within ten (10) business days thereof. The determination of the Superintendent of Schools shall be final and shall not be grieveable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure of the collective bargaining agreement.

6. In the event the parties cannot agree upon the three panel members, a list of ten qualified experts shall be provided to the parties by the Suffolk County Organization for the Promotion of Education (SCOPE). Upon receipt of the list, the parties shall attempt to agree upon the panel composition for that year. The outside expert to hear the review shall be chosen directly from the list on a rotating basis. If an expert is unavailable or unable to review the matter within fifteen (15) business days, the next expert on the list will be selected. No present or prior employee of the Wyandanch Union Free District shall be eligible to serve on the panel or be selected as the outside expert and the outside expert shall notify the parties of any potential conflict of interest prior to accepting appointment.

7. All written submissions referred to in paragraphs 2 and 5 shall be simultaneously exchanged between the parties.

8. Nothing set forth herein shall prevent an administrator from challenging the results of an evaluation within the context of a disciplinary proceeding pursuant to Education Law Section 3020-a.

9. Principals who receive a rating of highly effective or effective, shall not be permitted to appeal their rating. Tenured principals who are rated effective or highly effective, may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within ten (10) business days.

10. Non-tenured principals shall not be permitted to appeal any aspect of their annual evaluation, or the School District's issuance and/or implementation of the terms of a principal improvement plan. Probationary principals who are rated ineffective, effective or highly effective may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within ten (10) business days including school recess and summer recess periods.

11. All reference herein to business days shall include school and summer recess periods. The parties may mutually agree to extend all of the time limits referred to herein.
The district has appeals procedures that are consistent with the regulations and they will provide for a timely and expeditious resolution of appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

To prepare our principals for the APPR Evaluation process, trainings began in Summer of 2011. Training was conducted by Andy Greene, Evaluator Consultant at WS BOCES. To ensure rater reliability, administrators were required to observe numerous clips of teachers delivering instruction and rate them using the rubric. Observations were critiqued and supporting evidence fine tuned until 98% of the administrators were
grading in unison. is observation and evaluation techniques using the protocols established by the consultant. Administrators continue to
observe clips of both novice and seasoned teachers, collect data and write up the observations. Peer groups have been established in the district whereby the team reviews each other's mock write-ups and provide feedback. They engage in formal and informal (walk-throughs) as a team of three. They do their write-ups separately and then meet as a team to provide feedback to each other. This also ensures rater reliability. Each summer all administrators also participate in a two day retreat focusing on the same theme of the observation/evaluation process along with techniques to improve the teaching/learning process. The training that has transpired this year will aptly certify all of our administrators. At our summer retreats each summer, every administrator will be recertified by viewing and writing up observation clips.
Two of our administrators, have been trained in teacher and principal evaluations by WSBOCES After Network Trainers returned from Albany.
• Introduction (2 hours) to the use of the student growth percentile model and thevalue-added model – Administrators will attend upcoming workshops proposed by SED
• Central Office Administrators will attend additional growth and value added workshops
when they become available and turn-key all administrators.
Our administrators are also participating in all of the trainings that our local BOCES have been providing and participating in Webinars:
• School Based Inquiry Teams – 2 hours
• Data Driven Instruction – 2 hours
• Teacher Evaluation and APPR Framework – three days
• Using Formative Assessments aligned to the Common Core and
State Standards – one day
• • Application and use of NYSTART, BARS, SIRS – two days
• Additional training has also been facilitated by the Superintendent on:
• Understanding and infusing of NYS Teaching Standards and ISLLC Standards – two days
• Application and use of the Teacher and Principal Evaluation Rubrics – two days
• Application and use of final assessment data - ½ day
• Scoring methodology for all subcomponents- ½ day
• Application and use of portfolios and performance assessments- ½ day
• Evidence based observation techniques grounded in research as described in opening paragraphs. (2 hour monthly meetings after school day)
This district will be using the Marshall Model for administrator evaluation and summer professional development, All administrators have participated in interactive activities and webinars. . The ISLLC standards were introduced two years ago and
has been the basis for all administrative leadership activities in the district.
In addition to all of the aforementioned trainings and workshops above the lead evaluators of principals have received additional training.

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	Checked

writing, no later than the last school day of the school year for which the principal is being measured.	
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 Tuesday, June 19, 2012
Updated Wednesday, March 20, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/143900-3Uqgn5g9Iu/Appr certification page march 2013.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.

VALUE ADDED MEASURE **Table 3.3**

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-92	91-85	84-79	78-76	75-73	72-70	69-68	67-65	64-55	54-50	49-45	44-40	39-35	34-30	29-20	19to0

20 POINT SLO Scoring Chart **Table 3.13**

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
100-95	94-90	89-85	84-82	81-79	78-76	75-73	72-70	69-67	66-64	63-61	60-58	57-55	54--51	50-48	47-45	44-42	41-31	30-20	19-10	09 to 00

VALUE ADDED MEASURE **Table 8.1**

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-92	91-85	84-79	78-76	75-73	72-70	69-68	67-65	64-55	54-50	49-45	44-40	39-35	34-30	29-20	19to0

20 POINT SLO Scoring Chart

Table 8.2

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
100-95	94-90	89-85	84-82	81-79	78-76	75-73	72-70	69-67	66-64	63-61	60-58	57-55	54--51	50-48	47-45	44-42	41-31	30-20	19-10	09 to 00

HEDI Growth Model Scoring Chart for All Students **Table 2.11**

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
2.000 or >	1.999	1.848	1.695	1.542	1.389	1.236	1.083	0.999	0.916	0.833	0.750	0.667	0.584	0.501	0.418	0.335	0.252	0.169	0.086	< .004
	1.849	1.696	1.543	1.390	1.237	1.084	1.000	0.917	0.834	0.751	0.668	0.585	0.502	0.419	0.336	0.253	0.170	0.087	0.004	

Wyandanch Scoring Matrix

Level	Growth	Scoring		
Perform Level	End 1	End 2	End 3	End 4
START 1	0	1	2	3
START 2	0	1	2	3
START 3	0	0	1	2
START 4	0	0	1	2

Level Conversion Chart

Level 1 = 0 to 29
Level 2 = 30 to 54
Level 3 = 55 to 79
Level 4 = 80 to 100

Wyandanch Union Free School District Table 4.5
HEDI Rubric 0 — 60 Scale — Teachers

Ineffective		Developing	Effective	Highly Effective
1.0 - 1.99 Points		**2.00 - 2.74 Points**	**2.75 - 3.49 Points**	**3.50 – 4.00 Points**
1.98 — 1.99 = 49	1.38 — 1.39 = 19	2.64 — 2.74 = 56	3.12 — 3.49 = 58	3.75 — 4.0 = 60
1.96 — 1.97 = 48	1.36 — 1.37 = 18	2.53 — 2.63 = 55	2.75 — 3.11 = 57	3.50 — 3.74 = 59
1.94 — 1.95 = 47	1.34 — 1.35 = 17	2.43 — 2.52 = 54		
1.92 — 1.93 = 46	1.32 — 1.33 = 16	2.32 — 2.42 = 53		
1.90 — 1.91 = 45	1.30 — 1.31 = 15	2.22 — 2.31 = 52		
1.88 — 1.89 = 44	1.28 — 1.29 = 14	2.11 — 2.21 = 51		
1.86 — 1.87 = 43	1.26 — 1.27 = 13	2.00 — 2.10 = 50		
1.96 — 1.97 = 48	1.36 — 1.37 = 18			
1.94 — 1.95 = 47	1.34 — 1.35 = 17			
1.92 — 1.93 = 46	1.32 — 1.33 = 16			
1.90 — 1.91 = 45	1.30 — 1.31 = 15			
1.88 — 1.89 = 44	1.28 — 1.29 = 14			
1.86 — 1.87 = 43	1.26 — 1.27 = 13			
1.84 — 1.85 = 42	1.24 — 1.25 = 12			
1.82 — 1.81 = 41	1.22 — 1.23 = 11			
1.80 — 1.81 = 40	1.20 — 1.21 = 10			
1.78 — 1.79 = 39	1.18 — 1.19 = 9			
1.76 — 1.77 = 38	1.16 — 1.17 = 8			
1.74 — 1.75 = 37	1.14 — 1.15 = 7			
1.72 — 1.73 = 36	1.12 — 1.13 = 6			
1.70 — 1.71 = 35	1.10 — 1.11 = 5			
1.68 — 1.69 = 34	1.08 — 1.09 = 4			
1.66 — 1.67 = 33	1.06 — 1.07 = 3			
1.64 — 1.65 = 32	1.04 — 1.05 = 2			
1.62 — 1.63 = 31	1.02 — 1.03 = 1			
1.60 — 1.61 = 30	1.00 — 1.01 = 0			
1.58 — 1.59 = 29				
1.56 — 1.57 = 28				
1.54 — 1.55 = 27				
1.52 — 1.53 = 26				
1.50 — 1.51 = 25				
1.48 — 1.49 = 24				
1.46 — 1.47 = 23				
1.44 — 1.45 = 22				
1.42 — 1.43 = 21				
1.40 — 1.41 = 20				

Wyandanch Union Free School District
Dr. Pless M. Dickerson, Superintendent

T.I.P – (Teacher Improvement Plan)*

Goals to improve teacher performance

This form is to be used when a teacher achieves a developing or ineffective rating.

Teacher_____ **Date_____**

Subject/Grade_____ School_____ Administrator_____

1 What does the teacher need to change?

1.

2. What evidence will demonstrate that the teacher has changed?

1.

3. What is the time frame in which the change must occur?

1.
2.

4 Are there intermediate benchmarks that will indicate progress? If so, when should these occur?

1.

5. What, directives, recommendations, requirements, and/or suggestions have been given to the teacher?

1.
2.
3.
4.

6. What resources, guidance, follow-up will be provided for the teacher?

1.

(Continued on back)

7. Record of meetings, observations, conferences, support activities, professional development, shadowing etc. related to improving teacher performance. (Collected by the principal and supervisor)

ACTIVITY	DATE	NOTE (if necessary)

8. Signatures of teacher, principal, supervisor (indicates awareness of plan to help teacher improve)

POSITION	NAME	SIGNATURE	DATE
Teacher			
WUFSD Representative			
Principal			
Supervisor (if applicable)			

A copy of this T.I.P must be submitted to the Superintendent

** * In year two of TIP a different supervisor will be utilized to observe and work with the teacher*

Wyandanch Union Free School District
Teacher Observation Form

Teacher:		**School:**	

HE-Highly Effective, E- Effective, D- Developing, I-Ineffective
Standard I: Knowledge of Students and Student Learning (possible 8 pts.)

Element I.1	**Evidence for Element 1**				
Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.		**HE**	**E**	**D**	**I**
1a: Describes developmental characteristics of students					
1b. Creates developmentally appropriate lessons					

Element I.2	**Evidence for Element 2**				
Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.		**HE**	**E**	**D**	**I**
2a: Uses strategies to support learning and language acquisition					
2b. Uses current research					

Element I.3	**Evidence for Element 3**				
Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.		**HE**	**E**	**D**	**I**
3a. Meets diverse leaning needs of each student					
3b. Plans for student strengths, interests, and experiences					

Element I.4	**Evidence for Element 4**				
Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.		**HE**	**E**	**D**	**I**
4a. Communicates with parents, guardians, and/or caregivers.					
Element I.5	**Evidence for Element 5**				
Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.		**HE**	**E**	**D**	**I**
5a. Incorporates the knowledge of school					

community and environmental factors					
5b. Incorporates multiple perspectives					

Element I.6	**Evidence for Element 6**				
Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.		**HE**	**E**	**D**	**I**
6a. Understands technological literacy					

Teacher:		**School:**	

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Standard II: Knowledge of Content and Instructional Planning

Element II.1	**Evidence for Element 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).		**HE**	**E**	**D**	**I**
1a: Understands key concepts and themes in the discipline					
1b. Understands key disciplinary					

language					
1c. Uses current developments in pedagogy and content					
1d. Understands learning standards					

Element II.2	**Evidence for Element 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.		**HE**	**E**	**D**	**I**
2a: Incorporates diverse social and cultural perspectives					
2b. Incorporates individual and collaborative critical thinking and problem solving					
2c. Incorporates disciplinary and cross-disciplinary learning experiences					

Element II.3	**Evidence for Element 3**				
Teachers use a broad range of instructional strategies to make subject matter accessible.		**HE**	**E**	**D**	**I**
3a. Designs instruction to meet diverse learning needs of students					
3b. Designs learning experiences that connect to students' life experiences					
3c. Designs self-directed learning experiences					

Element II.4	**Evidence for Element 4**				
Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.	.	**HE**	**E**	**D**	**I**
4a. Aligns learning standards.					
4b. Articulates learning objectives/goals with learning standards					

Element II.5	**Evidence for Element 5**				
Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.		**HE**	**E**	**D**	**I**
5a. Designs instruction using current levels of student understanding					

5b. Designs learning experiences using prior knowledge					

Element II.6	**Evidence for Element 6**				
Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.		**HE**	**E**	**D**	**I**
6a. Organizes physical space					
6b. Incorporates technology					
6c. Organizes time					
6d. Selects materials and resources					

Teacher:		**School:**	

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Standard III: Instructional Practice

Element III.1	**Evidence for Element 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		**HE**	**E**	**D**	**I**
1a: Aligns instruction to standards					
1b. Uses research-based instruction					
1c. Engages students					

Element III.2	**Evidence for Element 2**				
Teachers communicate clearly and accurately with students to maximize their understanding and learning.		**HE**	**E**	**D**	**I**
2a: Provides directions and procedures					
2b. Uses questioning techniques					
2c. Responds to students					
2d. Communicates content					

Element III.3	**Evidence for Element 3**				
Teachers set high expectations and create challenging learning experiences for students		**HE**	**E**	**D**	**I**
3a. Establishes high expectations					
3b. Articulates measures of success					
3c. Implements challenging learning experiences					

Element III.4	**Evidence for Element 4**				
Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement	.	**HE**	**E**	**D**	**I**
4a. Differentiates instruction					
4b. Implements strategies for mastery of learning outcomes					

Element III.5	**Evidence for Element 5**				
Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.		**HE**	**E**	**D**	**I**
5a. Provides opportunities for collaboration					
5b. Provides synthesis, critical thinking, and problem-solving					

Element III.6	**Evidence for Element 6**				
Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.		**HE**	**E**	**D**	**I**
6a. Uses formative assessment					
6b. Provides feedback during and after instruction					
6c. Adjusts pacing					

Teacher:		School:	

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Standard IV: Learning Environment

Element IV.1	Evidence for Element 1				
Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.		**HE**	**E**	**D**	**I**
1a.Interactions with students					
1b.Supports student diversity					
1c Reinforces positive interactions among students					

Element IV.2	Evidence for Element 2				
Teachers create an intellectually challenging and stimulating learning environment.		**HE**	**E**	**D**	**I**
2a: Establishes high expectations for achievement					
2b. Promotes student curiosity and enthusiasm					
2c. Promotes student pride in work and accomplishments					

Element IV.3	Evidence for Element 3				
Teachers manage the learning environment for the effective operation of the classroom.		**HE**	**E**	**D**	**I**
3a. Establishes expectations for student behavior					
3b. Establishes routines, procedures and transitions					
3c. Establishes instructional groups					

Element IV.4	Evidence for Element 4				

Teachers organize and utilize available resources (e.g. physical space, time, people, and technology) to create a safe and productive learning environment.	.	**HE**	**E**	**D**	**I**
4a. Organizes the physical environment					
4b. Manages volunteers and/or paraprofessionals					
4c. Establishes classroom safety					

Teacher:		**School:**	

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Standard V: Assessment for Student Learning

Element V.1	**Evidence for Element 1**				
Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.		**HE**	**E**	**D**	**I**
1a.Uses assessments to establish learning goals and inform instruction					
1b.Measures and records student achievement					
1c Aligns assessments to learning goals					
1d. Implements testing accommodations					

Element V.2	**Evidence for Element 2**				
Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.		**HE**	**E**	**D**	**I**
2a: Analyzes assessment data					
2b. Uses assessment data to set goals and provide feedback to students					
2c. Engages students in self-assessments					

Element V.3	**Evidence for Element 3**				
Teachers communicate information about various components of the assessment system.		**HE**	**E**	**D**	**I**
3a. Accesses and interprets assessments					

Element V.4	**Evidence for Element 4**				
Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.	.	**HE**	**E**	**D**	**I**
4a. Understands assessment measures and grading procedures					

4b. Establishes an assessment system					

Element V.5	**Evidence for Element 5**				
Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.		**HE**	**E**	**D**	**I**
5a. Communicates purposes and criteria					
5b. Provides preparation and practice					
5c. Provides assessment skills and strategies					

Teacher:		**School:**	

HE-Highly Effective, E- Effective, D- Developing, I-Ineffective
Standard VI: Professional Responsibilities and Collaboration

Element VI.1	**Evidence for Element 1**				
Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.		**HE**	**E**	**D**	**I**
1a.Demonstrates ethical professional Behavior					
1b. Advocates for students					
1c Demonstrates ethical use of information and information technology.					
1d. Completes training to comply with State and local requirements and jurisdictions.					

Element VI.2	**Evidence for Element 2**				
Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.		**HE**	**E**	**D**	**I**
2a: Supports the school as an organization with a vision and mission					
2b. Participates on an instructional team.					
2c. Collaborates with the larger community					

Element VI.3	**Evidence for Element 3**				
Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success		**HE**	**E**	**D**	**I**
3a. Engage families					
3b. Communicates student performance					

Element VI.4	**Evidence for Element 4**				
Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.	.	**HE**	**E**	**D**	**I**
4a. Maintains records					
4b. Manages time and attendance					
4c. Maintains classroom and school resources					

and materials.					
4d. Participates in school and district events					

Element VI.5	**Evidence for Element 5**				
Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.		**HE**	**E**	**D**	**I**
5a. Communicate policies					
5b. Maintains confidentiality					
5c. Reports concerns					
5d. Adheres to policies and contractual obligations.					
5e. Accesses resources					

Teacher:		**School:**	

HE-Highly Effective, E- Effective, D- Developing, I-Ineffective
Standard VII: Professional Growth

Element VII.1	**Evidence for Element 1**				
Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.		**HE**	**E**	**D**	**I**
1a.Reflects on evidence of student learning					
1b. Reflects on biases					

1c Plans professional growth					

Element VII.2	**Evidence for Element 2**				
Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.		**HE**	**E**	**D**	**I**
2a: Set goals					
2b. Engages in professional growth					

Element VII.3	**Evidence for Element 3**				
Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve		**HE**	**E**	**D**	**I**
3a. Gives and receives constructive feedback					
3b. Collaborates					

Element VII.4	**Evidence for Element 4**				
Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.	.	**HE**	**E**	**D**	**I**
4a. Accesses professional memberships and resources					
4b. Expands knowledge base					

Element VII.5	**Evidence for Element 5**				
Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.		**HE**	**E**	**D**	**I**
5a. Communicate policies					
5b. Maintains confidentiality					
5c. Reports concerns					
5d. Adheres to policies and contractual obligations.					
5e. Accesses resources					

HEDI Growth Model Scoring Chart for All Students **Table 7.3**

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
2.000 or >	1.999	1.848	1.695	1.542	1.389	1.236	1.083	0.999	0.916	0.833	0.750	0.667	0.584	0.501	0.418	0.335	0.252	0.169	0.086	< .004
	1.849	1.696	1.543	1.390	1.237	1.084	1.000	0.917	0.834	0.751	0.668	0.585	0.502	0.419	0.336	0.253	0.170	0.087	0.004	

Wyandanch Scoring Matrix

Level	Growth	Scoring		
Perform Level	End 1	End 2	End 3	End 4
START 1	0	1	2	3
START 2	0	1	2	3
START 3	0	0	1	2
START 4	0	0	1	2

Level Conversion Chart

Level 1 = 0 to 29
Level 2 = 30 to 54
Level 3 = 55 to 79
Level 4 = 80 to 100

Wyandanch Union Free School District Table 9.7
HEDI Rubric 0 — 60 Scale — Principals

Ineffective 1.0 - 1.99 Points		Developing 2.00 - 2.74 Points	Effective 2.75 - 3.49 Points	Highly Effective 3.50 – 4.00 Points
1.98 — 1.99 = 49	1.38 — 1.39 = 19	2.64 — 2.74 = 56	3.12 — 3.49 = 58	3.75 — 4.0 = 60
1.96 — 1.97 = 48	1.36 — 1.37 = 18	2.53 — 2.63 = 55	2.75 — 3.11 = 57	3.50 — 3.74 = 59
1.94 — 1.95 = 47	1.34 — 1.35 = 17	2.43 — 2.52 = 54		
1.92 — 1.93 = 46	1.32 — 1.33 = 16	2.32 — 2.42 = 53		
1.90 — 1.91 = 45	1.30 — 1.31 = 15	2.22 — 2.31 = 52		
1.88 — 1.89 = 44	1.28 — 1.29 = 14	2.11 — 2.21 = 51		
1.86 — 1.87 = 43	1.26 — 1.27 = 13	2.00 — 2.10 = 50		
1.96 — 1.97 = 48	1.36 — 1.37 = 18			
1.94 — 1.95 = 47	1.34 — 1.35 = 17			
1.92 — 1.93 = 46	1.32 — 1.33 = 16			
1.90 — 1.91 = 45	1.30 — 1.31 = 15			
1.88 — 1.89 = 44	1.28 — 1.29 = 14			
1.86 — 1.87 = 43	1.26 — 1.27 = 13			
1.84 — 1.85 = 42	1.24 — 1.25 = 12			
1.82 — 1.81 = 41	1.22 — 1.23 = 11			
1.80 — 1.81 = 40	1.20 — 1.21 = 10			
1.78 — 1.79 = 39	1.18 — 1.19 = 9			
1.76 — 1.77 = 38	1.16 — 1.17 = 8			
1.74 — 1.75 = 37	1.14 — 1.15 = 7			
1.72 — 1.73 = 36	1.12 — 1.13 = 6			
1.70 — 1.71 = 35	1.10 — 1.11 = 5			
1.68 — 1.69 = 34	1.08 — 1.09 = 4			
1.66 — 1.67 = 33	1.06 — 1.07 = 3			
1.64 — 1.65 = 32	1.04 — 1.05 = 2			
1.62 — 1.63 = 31	1.02 — 1.03 = 1			
1.60 — 1.61 = 30	1.00 — 1.01 = 0			
1.58 — 1.59 = 29				
1.56 — 1.57 = 28				
1.54 — 1.55 = 27				
1.52 — 1.53 = 26				
1.50 — 1.51 = 25				
1.48 — 1.49 = 24				
1.46 — 1.47 = 23				
1.44 — 1.45 = 22				
1.42 — 1.43 = 21				
1.40 — 1.41 = 20				

Wyandanch Union Free School District
Pless M. Dickerson, Ed.D, Superintendent

P.I.P – (Principal Improvement Plan)*

Goals to improve principal performance

This form is to be used when a principal is rated as developing or ineffective on the year end evaluation.

Principal_____ School_____ Date_____

1 What does the principal need to change?

1.

2. What evidence will demonstrate that the principal has changed?

1.

3. What is the time frame in which the change must occur?

1.
2.

4 Are there intermediate benchmarks that will indicate progress? If so, when should these occur?

1.

5. What, directives, recommendations, requirements, and/or suggestions have been given to the principal?

1.

6. What resources, guidance, follow-up will be provided for the principal?

1.

DRAFT

(Continued on back)

7. Record of meetings, observations, conferences, support activities, professional development, shadowing etc. related to improving principal performance. (Collected by the Superintendent's designee)

ACTIVITY	DATE	NOTE (if necessary)

8. Signatures of principal, supervisor (indicates awareness of plan to help principal improve)

POSITION	NAME	SIGNATURE	DATE
Principal			
Union Representative			
Supervisor			

A copy of this P.I.P must be submitted to the Superintendent.

** In year two of PIP an additional supervisor will be utilized to observe and work with the principal in addition to the superintendent..*

DRAFT

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 3/18/13

Teachers Union President Signature: Date:

Scott O'Brien-Currie 3/18/13

Administrative Union President Signature: Date:

3-18-13

Board of Education President Signature: Date:

Bishop Michael Tolbert

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

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
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Teachers Union President Signature: Date:

Scott O'Brien-Currie 3/18/13

Administrative Union President Signature: Date:

3-18-13

Board of Education President Signature: Date:

Bishop Michael Tolbert