

# Plainedge Public Schools

## Annual Professional Performance Review Plan

July 1 2013-June 30 2014



**Dr. Edward A. Salina Jr., Superintendent of Schools**

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## **Introduction**

The goal of the evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. To accomplish this, the evaluation system will foster a culture of continuous professional growth in which educators can consistently improve their instructional and management practices. The purpose of the Annual Professional Performance Review therefore, is to facilitate instruction with support and reflective professional practice.

The evaluation method as set forth in 3012-c consists of three components: 1-State Growth Measure, 2-Local Measure and 3-“other measures of teacher effectiveness”. These three subcomponents are described in greater detail in the document that follows.

Regulations require that the district adopt an approved third-party rubric in order to evaluate the 60 points generated from the “Other Measures of Teacher Effectiveness”. Guided by national experts, the NYSUT Teacher Practice Rubric (2012 Edition) was designed and field-tested by practitioners from the five school/district labor management teams working on NYSUT's Innovation Initiative project for the last two years. NYSUT's rubric was informed by current research on teaching standards and teacher practice rubrics from the well-known Charlotte Danielson's Framework, the National Board for Professional Teaching Standards, and others.

## **Calculation of subcomponents:**

### **A) State Provided Growth Measure (State Provided/Determined 25% or 20%)**

1) SED is required to score and report the teacher student growth percentile for teachers of Common Branch or ELA or Math in grades 4-8 (or value-added measure after the VAM system is approved by the Regents no sooner than the 2012-2013 school year.) This may expand to include teachers of other grades and subjects if SED develops additional growth measures. The state has required that the vendor for this component of the evaluation system provide the growth/VAM data to the district by September 1. If a value added measure is adopted by SED for grades 4-8 ELA and Math, the state portion of the APPR score will be 25%.

For all “non-tested” subjects, the 20% State growth score will be measured using a State approved group or team measure. For all 6-7 Science, 7-8 Social Studies, 3<sup>rd</sup> Grade ELA and Math, and teachers of Regents courses that constitute at least 50.1% of their caseload, the state measure will be determined through the use of a

Student Learning Objective (SLO). For teachers with courses that meet for varying lengths of time (semester courses, courses with labs), a multiplying factor (ex: 1.5) should be used in determining which classes need a SLO.

## 2) Student Learning Objectives

For teachers who have one or more SLOs, the district will follow the guidance set forth by SED for Student Learning Objectives in the most recently updated release. Please note the following regarding Student Learning Objectives:

- One or more SLOs must be used in order to include at least 50.1% of a teacher's caseload when a SLO is being used for the state 20% score (calculation will be based on contact time for teachers with classes of mixed lengths, ex: Science classes w/ labs).
- SLOs will be developed at the district level and reviewed with the PFT prior to implementation. SLOs will be set no later than October 1<sup>st</sup>.
- Teachers cannot score any assessment they have a vested interest in for evaluative purposes. The district will determine how exit assessments will be scored in order to ensure this fidelity. In all instances where a test cannot be scored by a scanning device, an appropriately certified teacher will be required to score the assessment. The district reserves the right to have state assessments scored by an approved third party vendor.
- For teachers with multiple SLOs, the Student Growth Measure (SGM) 20 point score will be determined by weighting both scores appropriately, as referenced in the NYSED Student Learning Objective Guidance Document.
- SLO targets will be reviewed periodically to determine/ensure validity of target setting process.

## **B) Locally selected measures of student achievement (Local 15% or 20%)**

- 1) The Local Measure will be a group or team measure using state assessments:
  - (i) Elementary: A three year average in each building will be calculated combining ELA and Math mastery rates in grades 3,4, and 5. This will be compared to a similar calculation using State averages. Growth will be measured by the differential in the three year average. HEDI charts will reflect this differential.
  - (ii) Middle Level: A three year average will be calculated combining ELA and Math mastery rates in grades 6,7, and 8 as well as Algebra and Earth Science Regents exams. This will be compared to a similar calculation using State averages. Growth will be measured by the differential in the three year average. HEDI charts will reflect this differential.
  - (iii) High School: A three year average will be calculated combining Geometry, Comprehensive English, Living Environment, Global History & Geography and U.S. History & Government mastery rates. This will be compared to a similar calculation using State averages. Growth will be measured by the differential in the three year average. HEDI charts will reflect this differential.

**C) Measures of teacher effectiveness based on the NYS Teaching Standards (60%).**

- 1) The District and the PFT agree to use the New York State approved “Teacher Evaluation and Development Rubric” (TED- 2012 Edition) as the teacher practice rubric (Appendix VI). The forms for the evaluation process are included in the Appendix.
  
- 2) The 60 points assigned to “Measures of Teacher Effectiveness” are tied to an average rubric score from 1 (ineffective) to 4 (highly effective). This score will be converted to a value between 0-60 by using the agreed upon conversion chart found in Appendix I. All seven teaching standards will be evaluated each year. The indicators to be evaluated are located in Appendix IB.



3) The score for each indicator will be averaged together by Standard. Each Standard average will be weighted according to the chart below. These weighted averaged will be combined to for one composite score from 1-4. This score with then be converted to a 0-60 scale using the agreed upon conversion chart in Appendix I.

<b>Standard</b>	<b>Weighting</b>
I: Knowledge of Students and Student Learning	15%
II: Knowledge of Content and Instructional Planning	15%
III: Instructional Practice	20%
IV: Learning Environment	20%
V: Assessment for Student Learning	20%
VI: Professional Responsibilities and Collaboration	5%
VII: Professional Growth	5%

**Analysis of teaching practices through multiple measures**

A. Number of Observations

1) Tenured PFT Members

One formal observation per school year (approximately 1 period in length).

One unannounced drop-in visit (between approximately 10-15 minutes each) An additional drop in visit may be mutually agreed upon between the teacher and the administrator.

2) Non-tenured full-time PFT members

Two observations per school year (approximately 1 period in length).

Two drop-in visits (between approximately 10-15 minutes)

*In the event that the agreed upon number of observations (both formal and drop-in) have been conducted and the district has good and compelling reason to conduct additional observations or drop-ins, the district shall confer with the PFT president to discuss the additional observations .*

B. Formal observation process (tenured and untenured):

1) *Goal Setting (Standard 7):* The teacher will choose one indicator from Standard 7 of the NYSUT Rubric (2012 Edition) and notify their administrator of this indicator no later than October 1<sup>st</sup>. Notification will include the selected indicator as well as a brief description how the teacher plans to achieve this goal and may be digitally delivered.

2) *Pre-observation conference between teacher and observing administrator:* The teacher shall come prepared with either a completed pre-observation form or a completed district approved lesson plan (Appendix II-B) completed. This meeting will take place no more than 5 school days prior to the scheduled observation.

3) *Formal Observation of Lesson:* Evidence will be collected by the evaluator during the observation of the lesson.

4) *Post observation conference between teacher and administrator:* This meeting will occur within 5 school days after the observation. The teacher shall come prepared with the post-observation reflection form completed. The administrator shall cite evidence observed during the lesson including but not limited to how students are learning and/ or artifacts presented by the teacher. Recommendations/ suggestions as appropriate should be included. Within five school days after the post conference, the administrator shall release the observation to the teacher. The teacher will have the opportunity of responding to the observation report in writing within 10 school days. The district reserves the right to deliver these forms digitally once an appropriate mechanism for such a delivery is available and agreed upon.

C. Drop-in visits for tenured and non-tenured members:

1) All of the drop-in visits shall be recorded by the administrator.

2) A brief follow-up conversation or notification (ie: Email) shall occur in the building where the observation took place either in person or by phone/email

between the teacher and the administrator within 3 school days of the drop-in visit. The teacher will be notified of any change in his/her score on the rubric due to the drop-in.

3) Drop in visits will not be scheduled to occur during the formal observation process. This includes the time period between the pre-observation meeting and the post-observation conference.

*The district reserves the right to write up any teacher concerning an observed action or incident occurring inside or outside of the classroom.*

4) Only Standards III, IV and V and indicator II.6A (Organizes Time) can be rated through a drop-in visit. The overall scoring for these elements will be done holistically, based upon the formal observation and the drop-ins. Evidence needs to be documented to substantiate any score for any element.

#### D. Assessment through Multiple Measures

1) In accordance with the proscribed method set forth in 3012c, annual evaluations will be based on data from multiple measures. Observable indicators will be based on multiple classroom observations. Remaining indicators will be scored based on evidence provided by the teacher. Teachers will provide documents no later than June 1<sup>st</sup> for the purpose of scoring these indicators. These documents will provide evidence to score indicators from Standards VI and VII. See Appendix IB for a list of these indicators.

### **III. Final Evaluation Report**

A. The *Final Evaluation Report* includes the teacher's annual rating of effectiveness and the individual scores that make up that rating.

B. All observations (formal and drop-ins) will be completed by the first school day in June .

C. When possible, the district will deliver the final evaluation score (Composite Score Form) 15 days prior to the last day of school. The teacher will have 10 school days to provide a written response to the final score. In the event that the district is unable to deliver the final evaluation score 10 days prior to the last day of the school, the remaining portion of this 10 day response period for the teacher will be extended into the following September, beginning with the first day of student attendance. This time period may be extended if the district is unable to deliver the final evaluation score due to the delay by NYSED in reporting the State-determined Growth Measure (SGM) for applicable teachers.



#### **IV. Professional Development**

The parties agree that the purpose of conducting an APPR is to improve professional practice and improve student performance. APPR must therefore be a significant factor in shaping the professional development opportunities provided to teachers. The district and the PFT shall cooperate in designing professional development activities that are appropriate for and responsive to the individual needs of each individual teacher as identified in his/her APPR.

The district professional development committee (as required by Part 100.2) shall be responsible for developing all aspects of the professional development plan. Among the responsibilities of the Committee shall be to: (i) oversee the design, selection and implementation of all professional development activities; (ii) ensure that each teacher is afforded the opportunity to participate in selecting professional development activities that are appropriate for his/her needs; and (iii) ensure that professional development includes training on the Teaching Standards and rubrics(s) used in the APPR process.

#### **V. Teacher Improvement Plan (TIP)**

A. The Teacher Improvement Plan (TIP) is designed to provide support for teachers whose performance has been identified in conformity with the observation and evaluation procedures of this Article as **developing** or **ineffective**.

B. The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice.

1) In compliance with this Article, the teacher will be required to participate in a Teacher Improvement Plan.

2) The Principal and/or his/her designee, in collaboration with the teacher, will develop a written prescriptive supervision plan. This plan will include the following:

- Specifically delineated goals that identify specific areas that are considered to be developing or ineffective based upon the rubric.
- Required activities and professional development opportunities to assist in achieving these goals. The district will provide resources including but not limited to: participation in outside professional development or in-service coursework, peer

observation, modeling by administration and working with other teachers.

- How progress toward these goals will be assessed. This includes the number of additional observations required, as well as when a midpoint review will take place. Observations will be completed by at least one additional administrator other than the administrator who developed the TIP.
- Timeline for regular meetings with the administrator.

3) Prior to implementation of such a plan, the appropriate administrator will meet with the teacher to insure that the plan's objectives, and the methods by which these objectives, will be realized are clear to all concerned parties. The administrator will offer the teacher the opportunity to have union representation present for the meeting. The district will notify the union president that such teacher has been placed on a TIP and will receive a copy of the TIP.

4) After the TIP is in place the teacher and administrator shall meet according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP.

5) At the end of the TIP, if the TIP goals are reached the TIP will terminate. The culmination of the TIP will be communicated in writing to the teacher. Successful attainment of TIP goals should result in an end-of-year evaluation rating of "effective" or "highly effective". If the teacher is rated as "developing", a new plan will be developed according to the procedures outlined in this section. If the teacher is rated as "ineffective" the decision on how to proceed will be the choice of the administration. The TIP form can be found in Appendix V.

## **VI. Teacher Assistance Plan:**

A. The district reserves the right to implement a "Teacher Assistance Plan" (TAP) in order to address non-instructional concerns related to a teacher's professional behavior and performance not reflected in the APPR evaluation.

B. The Parties understand and agree that the sole and exclusive purpose of a TAP is to address district concerns with a teacher's non-instructional behavior and/or

performance in the discharge of his/her responsibilities and obligations as an employee of the Plainedge UFSD.

1) In compliance with this article, the teacher will be required to participate in a Teacher Assistance Plan.

2) The Principal and/or designee, in collaboration with the teacher, will develop a written prescriptive plan. This plan will include the following:

- Specifically delineated goals that identify specific areas that are considered to be in need of improvement based upon the Principal's observation and knowledge.
- Activities and opportunities which will be provided to the teacher to assist in achieving these goals. The district will provide resources including but not limited to; participation in outside professional development or in-service coursework, peer observation, modeling by administration and working with other teachers.
- How progress toward these goals will be assessed. This includes periodic review of the teacher's performance in the defined areas in need of improvement both by the administrator involved in the preparation of the TAP and an additional administrator. Such reviews shall be a minimum of four (4) during the school year, occurring on regular intervals. At the request of the teacher, a PFT representative shall be present at such reviews.

3) During the school year, modification of goals or procedures may be made, with the understanding that such changes shall be a collaborative effort between the teacher and the administrator.

4) At the end of the TAP, if the TAP goals are achieved the TAP shall terminate. The culmination of the TAP shall be communicated to the teacher. If the TAP goals are not reached, the decision on how to proceed will be the choice of administration.

## **VII. Appeals Process**

Any teacher whose final evaluation indicates a score of *ineffective* (for the entire evaluation, not just a subcomponent) may appeal the evaluation results.

The appeal must be made in writing to the Superintendent of Schools or his/her designee no later than 10 school days after receipt of the final evaluation report.

The appeal must articulate the basis for the appeal in writing. Failure to provide a basis for the appeal shall be deemed a waiver of that claim. The basis must challenge the substance of the evaluation, not procedural issues

The Superintendent of Schools and/of his/her designee will have the final authority to render a decision regarding an appeal of an APPR evaluation. This decision will be rendered within 15 days of the receipt of the appeal request. This decision will be considered final.

#### **VIII- Procedural Violations:**

Any issues related to procedural violations of this agreement will be handled using the existing grievance procedures as outlined in the CBA with the PFT and the District.

#### **IX- Collection and reporting of teacher and student data:**

No later than the first day of school in September each teacher shall be given a list of all students in each of the classes for whom she/he is the teacher of record. Students enrolled on BEDS day will be students of record for APPR purposes. Teachers will notify their building principals in writing or email within 10 school days of any discrepancies between the list of students provided and the actual students attending the class.

The District shall develop a verification procedure to ensure that all *teacher of record* determinations have been made accurately and in a manner consistent with the standards established by the Commissioner's regulations prior to using student growth and/or achievement data in an APPR.

#### **X. Internal assessment development and assessment security**

##### Assessment development:

District-developed and teacher-created assessments of student achievement provide opportunities for professional development and building local capacity. The district will encourage the development of assessments by individual or teams of teachers and administrators.

##### Assessment security

It is understood that any standardized assessments used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers or principals.

Scoring of state assessments must be done by educators who do not have a vested interest in the assessments they score.

**XI. Training for evaluators and staff**

A. Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained as required by Education Law 3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

B. All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted during new teacher orientation prior to the start of school each subsequent school year for newly hired staff, and will also be offered during the year to provide training for staff hired mid-year.

**XII. Faculty members not covered under section 3012c**

Any existing previously approved Annual Professional Development Performance Review (APPR) procedures pursuant to Section 100.2 of the Rules and Regulations of the Commissioner of Education remain in effect for teachers who are NOT subject to Section 3012-c of New York State Education law. This includes guidance counselors, social workers, psychologists, teaching assistants and teacher aides.

**XIII. Annual Review**

This plan will be reviewed no less than annually by the district APPR committee.

**XIV. The Annual Professional Performance Review (APPR) shall be considered an appendix to the collective bargaining agreement between the PFT and the Plainedge UFSD.**

Appendix I:  
Conversion Chart for 60 point for  
“Other Measures of Teacher  
Effectiveness”

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**Appendix 1: 60 point subcomponent conversion chart**

Total average rubric score	Conversion score for composite 60 pts
<b>Ineffective 0-49</b>	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36

1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
<b>Developing: 50-56</b>	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
<b>Effective: 57-58</b>	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
<b>Highly Effective: 59-60</b>	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25

# Appendix IB: Evaluation Indicators

*From NYSUT Teacher Practice Rubric 2012 Edition*



### 2013-2014 Evaluation Indicators

Standard I: Knowledge of Students and Student Learning	<p>1.3A Plans for student strengths, interests, experiences to meet diverse learning needs of each student.</p> <p>1.6A: Understands technological literacy and its impact on student learning.</p>
Standard II: Knowledge of Content and Instructional Planning	<p>2.1A: Understands key concepts, themes, learning standards and key disciplinary language.</p> <p>2.2B: Incorporates individual and collaborative critical thinking and problem solving.</p> <p>2.5B: Designs learning experiences using prior knowledge</p> <p>2.6A: Organizes times</p> <p>2.6B: Selects materials and resources</p>
Standard III: Instructional Practice	<p>3.1C: Engages Students</p> <p>3.2A: provides directions and procedures</p> <p>3.2B: Uses questioning techniques</p> <p>3.4A: Differentiates Instruction</p> <p>3.5B: Provides synthesis critical, and problem-solving</p>
Standard IV: Learning Environment	<p>4.1A: Interactions with student</p> <p>4.3A: Establishes routines, procedures/transitions and expectations for student behavior.</p>
Standard V: Assessment for Student Learning	<p>5.4A: Understands assessment measures and grading procedures</p> <p>5.4B: Establishes an assessment system</p>
Standard VI: Professional Responsibilities and Collaboration	<p>6.3A: Communicates student performance to families. (Score based on documents submitted)</p>
Standard VII: Professional Growth	<p>Choose any one from this Standard. (Score based on documents submitted)</p>

# Appendix II: Observation and Evaluation Forms

# Appendix II-A

## Pre-Observation Form

*Teacher must complete wither the pre-observation form or the district approved  
Lesson Plan prior to pre-observation meeting*

## **Plainedge School District**

### **Pre-Observation form**

Teacher can choose to fill out this form, or use the approved lesson plan. For teachers who choose to use this form, please answer the questions below and bring the completed form to the pre-observation meeting. The form must be completed electronically and uploaded to the district evaluation system (StaffTrac).

Note: These eight questions were developed from the indicators in Standards I and II. It is recommended that you review the indicators listed when developing your answer to these questions.

1- How do you plan to meet the diverse learning needs of each student? (1.3A)

2- How will you use technology in this lesson? (I.6A)

3- What themes and concepts will be addressed in this lesson? (II.1A)

4- How will disciplinary language be used to enrich the learning experiences? (II.1A)

5- What types of individual and collaborative critical thinking and/or problem solving opportunities have you planned for this lesson? (II.2B)

6- How do you plan to activate prior knowledge in this lesson? (II.5B)

7- How do you plan to allocate time? (II.6A)

8- What materials and resources have you selected? (II.6B)

# Appendix IIB: Sample Lesson Plan

**Teacher:**

**Date:**

**Subject:**

**Grades/Classes:**

## **Lesson Plan**

*Lesson plan template aligned with NYSUT 2012 Rubric. Please note: Information from this lesson plan will be used to score indicators 1.3A,1.6A,2.1A,2.2B,2.5B,2.6A,2.6B. It is suggested that you review those indicators when preparing this lesson plan. The plan can be modified to add additional elements, but must include the sections below.*

### **Objective (1.3A)**

Students will be able to:

### **Learning Standards/Academic Vocabulary Addressed (2.1A)**

### **Materials/Technology Used (1.6A, 2.6B)**

### **Lesson Structure:**

**Motivation/Introduction/Activation of Prior Knowledge: (Include 2.5B)**

**Independent/Collaborative Practice: (2.2B)**

### **Differentiation (3.4A)**

**Closure/ Assessment of Student Learning: (5.4A,5.4B)**

# Appendix II-C: Post Observation Form

*For teacher to complete prior to post-observation meeting*



## Plainedge School District

### Post Observation Form

**Educator should complete reflection questions prior to the post-observation conference. Please note: Information from this form will be used to score indicators 5.4A and 5.4B. It is suggested that you review those indicators when preparing this lesson plan.** The form must be completed electronically and uploaded to the district evaluation system (StaffTrac).

- As you reflect on the lesson, were the students cognitively engaged in the work? How do you know?
  
- Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning?
  
- How do you use assessments and grading procedures to monitor student progress (either for this lesson or during the year)? (5.4A)
  
- How did you use assessments (either before or after this lesson) to inform your instruction? (5.4B)
  
- Are there other thoughts or evidence related to the lesson that you would like to share?

# Appendix II-D: Final Evaluation Report

*For lead evaluator to complete once all subcomponents have been scored. Form may alternatively be provided through an online system mutually agreed upon by the district and the PFT.*

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**Plainedge School District**  
**2013-2014**  
**APPR Final Evaluation Report**



Teacher Name:			
School			
Grade Level/Subject			
School year			
Evidence	Value	Points Awarded	HEDI Category
State Growth Score	20/25		
Local Score	15/20		
Multiple Measures	60		
Overall	100		

Teachers with no “value-added” measure (For 2012-2013, any teacher outside of 4-8 ELA/Math):

HEDI Category	State growth measure	Local Measure	Other Measures of Effectiveness (60 pts)	Overall Composite score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

Teachers with a “value-added” measure (For 2012-2013, teachers of 4-8 ELA/Math):

HEDI Category	State growth measure	Local Measure	Other Measures of Effectiveness (60 pts)	Overall Composite score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

# Appendix III: Teacher Improvement Plan (TIP)

## Plainedge School District Teacher Improvement Plan

Your *Teacher Improvement Plan* document is intended to support your growth as a professional. Inasmuch, please note that your plan is comprised of multiple components in which you will be closely monitored by administration. You will be responsible for demonstrating an *Effective* level of performance in the selected *Standards and Elements* in the TED Rubric which will be articulated to you as follows:

**A: Standard and Element Components (or specific subcomponent score):**

**B. Goals:**

**C: Specific Strategies:**

**D. Timeframe & Resources:**

**E. Indicators of Progress and Behaviors:**

**F. Teacher Comments/Suggestions:**

Please review the attached and highlighted *Standards/Elements* in the *TED Rubric*.

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

## Appendix IV: HEDI Charts

*Note: Total point values in these charts (20 points or 15 points) is contingent upon SED approval of a value added measure. District will apply the appropriate chart to teachers depending on most recent APPR guidance/rulings.*

Charts include:

- State Measure: 20 points
- Local Measure: Either 20 or 15 points

### State Growth Portion

Percent of students who achieve “Class-wide Minimum Rigor Target”	Points	HEDI Category
100%	20	Highly Effective
98-99%	19	Highly Effective
95-97%	18	Highly Effective
92-94%	17	Effective
89-91%	16	Effective
86-88%	15	Effective
83-85%	14	Effective
80-82%	13	Effective
75-79%	12	Effective
70-74%	11	Effective
66-69%	10	Effective
60-65%	9	Effective
55-59%	8	Developing
50-54%	7	Developing
45-49%	6	Developing
40-44%	5	Developing
35-39%	4	Developing
30-34%	3	Developing
25-29%	2	Ineffective
20-25%	1	Ineffective
0-19%	0	Ineffective

**Local Measure: HEDI Chart for Teachers K-8**

Change in difference between State and building mastery rate average in ELA and Math	Points	HEDI Category
5.0+	20	Highly Effective
4.0 to 4.9	19	Highly Effective
3.0 to 3.9	18	Highly Effective
2.0 to 2.9	17	Effective
1.1to1.9	16	Effective
.6 to1.0	15	Effective
.1-.5	14	Effective
0	13	Effective
-.1 to -.5	12	Effective
-.6 to -1	11	Effective
-1.1 to -1.9	10	Effective
-2.0 to -2.9	9	Effective
-3.0 to -3.9	8	Developing
-4.0 to -4.9	7	Developing
-5.0 to -5.9	6	Developing
-6.0 to -6.9	5	Developing
-7.0 to -7.9	4	Developing
-8.0 to -8.9	3	Developing
-9.0 to -9.9	2	Ineffective
-10 to -10.9	1	Ineffective
-11	0	Ineffective



**Local Measure: HEDI Chart for Teachers 9-12**

Change in the difference between State and District average in Mastery for 5 core Regents exams	Points	HEDI Category
5.0+	20	Highly Effective
4.0 to 4.9	19	Highly Effective
3.0 to 3.9	18	Highly Effective
2.0 to 2.9	17	Effective
1.1to1.9	16	Effective
.6 to1.0	15	Effective
.1-.5	14	Effective
0	13	Effective
-.1 to -.5	12	Effective
-.6 to -1	11	Effective
-1.1 to -1.9	10	Effective
-2.0 to -2.9	9	Effective
-3.0 to -3.9	8	Developing
-4.0 to -4.9	7	Developing
-5.0 to -5.9	6	Developing
-6.0 to -6.9	5	Developing
-7.0 to -7.9	4	Developing
-8.0 to -8.9	3	Developing
-9.0 to -9.9	2	Ineffective
-10 to -10.9	1	Ineffective
-11	0	Ineffective

