

Plainedge Public Schools

Annual Professional Performance Review Plan

July 1 2016-June 30, 2017



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

Board of Education

Catherine Flanagan, President

Raymond Paris, Vice President

Trustees:

Debra Grieci, Dennis Gustafson, Douglas Pascarella, Eric Szillus, Sisi Townson

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-d consists of two components, 1- a Student Performance measure and 2- an Observation component. These two 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 observation component. Guided by national experts, the NYSUT Teacher Practice Rubric (2014 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.

I- Calculation of subcomponents:

A- Student Performance Measure

1) The Student Performance Measure will be based on student performance on different assessments, based on grade level and courses taught. Please see the chart in Appendix I for a list of the Student Performance Measures.

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:

- Teachers who do not receive a State provided growth measure (currently only teachers of grades 4-8 ELA/Math receive a state provided growth measure) will either be covered by an individual Student Learning Objective (SLO) based on that teacher's specific students, or a group SLO. For teachers with individual SLOs,

SLOs must cover at least 50.1% of students on the teacher's caseload as of BEDS day. In this situation, a teacher may have more than one SLO if the teacher does not have 50.1% of his or her students in the same course (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 1st.
- 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 Performance Measure score will be determined by weighting both scores appropriately based on the number of students covered by each SLO.
- SLO targets will be reviewed periodically to determine/ensure validity of target setting process.

B) Classroom Observations

- 1) The District and the PFT agree to use the New York State approved "Teacher Evaluation and Development Rubric" (TED- 2014 Edition) as the teacher practice rubric (Appendix IV).
- 2) The classroom observations are tied to an average rubric score from 1 (ineffective) to 4 (highly effective).

3) The score for all indicators will be equally weighted. Each selected indicator from Appendix IB will be scored on a 1-4 scale for each observation. Scores for the individual indicators will be averaged together for a total score for each observation. Each observation will be weighted appropriately as outlined in section I.C. of this document. This combined score will then be converted to a HEDI rating for the “Classroom Observation” component of the evaluation using the state adopted chart below:

Overall Observation Score	HEDI Rating
3.5-4.0	Highly Effective
2.5- 3.49	Effective
1.5-2.49	Developing
0-1.49	Ineffective

C. Number of Observations

1) Tenured PFT Members

One formal observation per school year (approximately 1 period in length). This observation will be weighted 90% of the total score for this category.

One unannounced drop-in visit (between approximately 10-15 minutes each). This observation will be weighted 10% of the total score for this category.

2) Non-tenured full-time PFT members

Two observations per school year (approximately 1 period in length). Each of these observations will be weighted at 45% of the total score for this category.

Two drop-in visits (between approximately 10-15 minutes). Each of these observations will be weighted at 5% of the total score for this category.

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 .

D. Formal observation process (tenured and untenured):

- 1) *Pre-observation conference between teacher and observing administrator:* The teacher shall enter their evidence for the three pre-observation indicators directly into the District's evaluation management system (As of 2016 this is Staffrac). Pre-observation meetings between the teacher and evaluator shall be required for all teachers. This meeting will take place no more than 5 school days prior to the scheduled observation.
- 2) *Formal Observation of Lesson:* Evidence will be collected by the evaluator during the observation of the lesson.
- 3) *Post observation conference between teacher and administrator:* This meeting will occur within 5 school days after the observation. 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.

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

- 1) "Drop-in" visits will be unannounced and will be conducted by a different administrator than the evaluator who completed the formal observation (based on BEDS code).
- 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 5 school days of the drop-in visit. This can be accomplished through an email from the district evaluation management system.

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) The evaluator will collect evidence during the “drop in” observation that will be used to score the “drop in” indicators listed in Appendix IB.

II.. Final Evaluation Report

A. The final evaluation rating for a teacher will be determined using the two HEDI subcomponent ratings and the chart below:

		Observation			
		<i>Highly Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Ineffective</i>
Student Performance	<i>Highly Effective</i>	Highly Effective	Highly Effective	Effective	Developing
	<i>Effective</i>	Highly Effective	Effective	Effective	Developing
	<i>Developing</i>	Effective	Effective	Developing	Ineffective
	<i>Ineffective</i>	Developing	Developing	Ineffective	Ineffective
	<i>Ineffective</i>	Ineffective	Ineffective	Ineffective	Ineffective

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

C. The district will provide the final evaluation rating by September 1st of the following school year through the District’s evaluation management system. The teacher will have 10 school days to provide a written response to the final score if desired.

III.. 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.

IV. **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) 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.

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

3) 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.

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 II.

V. 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) Prior to implementation of such a plan, the appropriate administrator will meet with the teacher to ensure 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 TAP and will receive a copy of the TAP.

- 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.

VI. 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/or 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.

VII- 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.

VIII.- 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.

IX. 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.

X.. 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-d 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.

C) District will ensure that all evaluators are trained to evaluate all levels (K-12), focusing on the developmental differences between grade and ability levels so that appropriate evidence is collected for the selected indicators.

XI. 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-d of New York State Education law. This includes guidance counselors, social workers, psychologists, teaching assistants and teacher aides.

XII. Annual Review

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

XIII. 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:

Student Performance Measures by Grade Level and Subject Area

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Grade Level	Subject Area	Primary Measure	Alternate Measure*
K-2	Classroom teachers	Building-wide group SLO based on the percent of students reaching minimum rigor targets on the ELA and Mathematics assessments in grades 3-5	District-wide group SLO based on the percent of students achieving minimum rigor targets on the seven core Regents exams: Earth Science, Algebra, English, US History, Global History, Geometry and Living Environment
3	Classroom teachers	Individual SLO based on the percent of students reaching minimum rigor targets on the 3 rd grade ELA and Mathematics assessments.	District-wide group SLO based on the percent of students achieving minimum rigor targets on the seven core Regents exams: Earth Science, Algebra, English, US History, Global History, Geometry and Living Environment
4-5	Classroom teachers	NYS Growth Measure	District-wide group SLO based on the percent of students achieving minimum rigor targets on the seven core Regents exams: Earth Science, Algebra, English, US History, Global History, Geometry and Living Environment
K-5	Special Area Teachers	Building-wide group SLO based on the percent of students reaching minimum rigor targets on the ELA and Mathematics assessments in grades 3-5	District-wide group SLO based on the percent of students achieving minimum rigor targets on the seven core Regents exams: Earth Science, Algebra, English, US History, Global History, Geometry and Living Environment
K-12	English as a New Language Teachers	Individual SLO based on the NYSESLAT	District-wide group SLO based on the percent of students achieving minimum rigor targets on the seven core Regents exams: Earth Science, Algebra, English, US History, Global History, Geometry and Living Environment

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Grade Level	Subject Area	Primary Measure	Alternate Measure*
6-8	English Teachers	NYS Growth Measure	District-wide group SLO based on the percent of students achieving minimum rigor targets on the seven core Regents exams: Earth Science, Algebra, English, US History, Global History, Geometry and Living Environment
6-7	Mathematics Teachers	NYS Growth Measure	District-wide group SLO based on the percent of students achieving minimum rigor targets on the seven core Regents exams: Earth Science, Algebra, English, US History, Global History, Geometry and Living Environment
6-8	Special Area Teachers	Building-wide group SLO based on the percent of students reaching minimum rigor targets on the ELA and Mathematics assessments in grades 6-8 and the Algebra and Earth Science Regents exams.	District-wide group SLO based on the percent of students achieving minimum rigor targets on the seven core Regents exams: Earth Science, Algebra, English, US History, Global History, Geometry and Living Environment
Middle School	Algebra Teachers**	Individual SLO based on the percent of students assigned to this teacher meeting minimum rigor targets on of the Regents exam of this course.	District-wide group SLO based on the percent of students achieving minimum rigor targets on the seven core Regents exams: Earth Science, Algebra, English, US History, Global History, Geometry and Living Environment
Middle School	Earth Science Teachers**	Individual SLO based on the percent of students assigned to this teacher meeting minimum rigor targets on of the Regents exam of this course.	District-wide group SLO based on the percent of students achieving minimum rigor targets on the seven core Regents exams: Earth Science, Algebra, English, US History, Global History, Geometry and Living Environment

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Grade Level	Subject Area	Primary Measure	Alternate Measure*
High School	Living Environment Teachers**	Individual SLO based on the percent of students assigned to this teacher meeting minimum rigor targets on of the Regents exam of this course.	Building wide group SLO based on the percent of students achieving minimum rigor targets on the five core Regents exams: English, US History, Global History, Geometry and Living Environment
High School	Geometry Teachers**	Individual SLO based on the percent of students assigned to this teacher meeting minimum rigor targets on of the Regents exam of this course.	Building wide group SLO based on the percent of students achieving minimum rigor targets on the five core Regents exams: English, US History, Global History, Geometry and Living Environment
High School	Algebra 2 Teachers**	Individual SLO based on the percent of students assigned to this teacher meeting minimum rigor targets on of the Regents exam of this course.	Building wide group SLO based on the percent of students achieving minimum rigor targets on the five core Regents exams: English, US History, Global History, Geometry and Living Environment
High School	Chemistry**	Individual SLO based on the percent of students assigned to this teacher meeting minimum rigor targets on of the Regents exam of this course.	Building wide group SLO based on the percent of students achieving minimum rigor targets on the five core Regents exams: English, US History, Global History, Geometry and Living Environment
High School	Physics**	Individual SLO based on the percent of students assigned to this teacher meeting minimum rigor targets on of the Regents exam of this course.	Building wide group SLO based on the percent of students achieving minimum rigor targets on the five core Regents exams: English, US History, Global History, Geometry and Living Environment
High School	English**	Individual SLO based on the percent of students assigned to this teacher meeting minimum rigor targets on of the Regents exam of this course.	Building wide group SLO based on the percent of students achieving minimum rigor targets on the five core Regents exams: English, US History, Global History, Geometry and Living Environment

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Grade Level	Subject Area	Primary Measure	Alternate Measure*
High School	US History**	Individual SLO based on the percent of students assigned to this teacher meeting minimum rigor targets on of the Regents exam of this course.	Building wide group SLO based on the percent of students achieving minimum rigor targets on the five core Regents exams: English, US History, Global History, Geometry and Living Environment
High School	Global History**	Individual SLO based on the percent of students assigned to this teacher meeting minimum rigor targets on of the Regents exam of this course.	Building wide group SLO based on the percent of students achieving minimum rigor targets on the five core Regents exams: English, US History, Global History, Geometry and Living Environment
High School	All Other Teachers	Building wide group SLO based on the percent of students achieving minimum rigor targets on the five core Regents exams: English, US History, Global History, Geometry and Living Environment	N/A

*The “Alternate Measure” will be used instead of the primary measure during the state determined “Transition Period” for teachers who’s “Primary Measure” utilizes the NYS ELA or Mathematics assessments.

** For teachers who have a student caseload of 50.1% or more in a course that ends in a Regents. Calculations of this 50.1% will account for courses in which students have additional contact time (“seat time”) with the teacher (ex: AP Physics, which meets for two periods a day would have the students valued at 2xs for the purposes of caseload determinations. Courses with alternating day laboratory requirements would be valued at 1.5x, etc.)

Note: Teachers in co-taught classes (“inclusion”) will share the score for that class based on all students enrolled in the class (50.1% caseload rule still applies).

Note: Teachers of grades 4-8 ELA/Math (with exception of Algebra teachers) are required to have a back-up SLO in case NYSED is unable to calculate a State Growth Score. The back-up SLO for these teachers will be:

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Level	Grades/Subjects	Backup SLO
Elementary	4	Building-wide group SLO based on the percent of students reaching minimum rigor targets on the ELA and Mathematics assessments in grades 3-5
Elementary	5	Building-wide group SLO based on the percent of students reaching minimum rigor targets on the ELA and/or Mathematics assessments in grades 3-5 (Teachers of ELA will have theirs based on the ELA; Teachers of Math will have theirs based on Mathematics)
Middle	6	Building-wide group SLO based on the percent of students reaching minimum rigor targets on the ELA & Mathematics assessments in grades 6-8
Middle	7 Mathematics	Building-wide group SLO based on the percent of students reaching minimum rigor targets on the Mathematics assessments in grades 6-8
Middle	8 Mathematics (Does not include teachers of Algebra)	Building-wide group SLO based on the percent of students reaching minimum rigor targets on the Mathematics assessments in grades 6-8

These back-up SLOs will only be used during the Transition Period to calculate an Advisory Score (if necessary).

If required, back-up SLOs for all other teachers after the Transition Period will be the Alternate SLO listed in the chart above.

Appendix IB: Evaluation Indicators

From NYSUT Teacher Practice Rubric 2014 Edition

2016-2017 Formal Observation Evaluation Indicators

<u>Standard</u>	<u>Indicator</u>	<u>Category</u>
<u>I: Knowledge of Students and Student Learning</u>	<u>I.3A: Plans for student strengths, interest, experiences to meet diverse learning needs of each student.</u>	<u>Pre-Observation</u>
<u>II: Knowledge of Content and Instructional Planning</u>	<u>II.1A: Understands key discipline concepts, themes, learning standards and key disciplinary language.</u> <u>II.2B: Incorporates individual and collaborative critical thinking and problem solving.</u>	<u>Pre-Observation</u>
<u>III: Instructional Practice</u>	<u>III.1B: Engages students.</u> <u>III.2B: Uses questioning techniques to engage students.</u> <u>III.3B: Implements challenging learning experiences.</u> <u>III.4A: Differentiates instruction.</u> <u>III.5A: Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.</u> <u>III.6B: Provides feedback during and after instruction.</u>	<u>Observation</u>
<u>Standard IV: Learning Environment</u>	<u>IV.1A: Interactions with students,</u> <u>IV.2B: Promotes student curiosity and enthusiasm</u> <u>IV.3A: Established routines/procedures/transitions and expectations for student behavior.</u>	<u>Observation</u>

2016-2017 “Drop in” Observation Evaluation Indicators

<u>Standard</u>	<u>Indicator</u>	<u>Category</u>
<u>III. Instructional Practice</u>	<u>III.1B: Engages students.</u>	<u>Observation</u>
<u>IV: Learning Environment</u>	<u>IV.2B: Promotes student curiosity and enthusiasm</u>	<u>Observation</u>

Appendix II: 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 III: 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:

- Student Performance Measure
- Observation
- Overall evaluation matrix

Student Performance Measure:

Percent of Students Meeting SLO Target	Scoring Range	HEDI Rating
0-4%	0	Ineffective
5-8%	1	
9-12%	2	
13-16%	3	
17-20%	4	
21-24%	5	
25-28%	6	
29-33%	7	
34-38%	8	
39-43%	9	
44-48%	10	
49-54%	11	
55-59%	12	
60-66%	13	Developing
67-74%	14	
75-79%	15	Effective
80-84%	16	
85-89%	17	
90-92%	18	Highly Effective
93-96%	19	
97-100%	20	

Observation Measure

Overall Observation Score	HEDI Rating
3.5-4.0	Highly Effective
2.5- 3.49	Effective
1.5-2.49	Developing
0-1.49	Ineffective

Overall Evaluation Matrix

		Observation			
		<i>Highly Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Ineffective</i>
Student Performance	<i>Highly Effective</i>	Highly Effective	Highly Effective	Effective	Developing
	<i>Effective</i>	Highly Effective	Effective	Effective	Developing
	<i>Developing</i>	Effective	Effective	Developing	Ineffective
	<i>Ineffective</i>	Developing	Developing	Ineffective	Ineffective

Appendix IV: 2014 TED Rubric