









## 1. In general, the scores of my teachers in the INEFFECTIVE range are:

		Response Percent	Response Count
An accurate reflection of the teacher's ability based on observations and student performance		13.2%	41
A nearly accurate reflection of the teacher's ability based on observations and student performance		13.9%	43
Not a very accurate reflection of the teacher's ability based on observations and student performance		33.2%	103
An inaccurate reflection of the teacher's ability based on prior evaluations		39.7%	123
answered question			310
skipped question			201

## 2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:

	Response Count
	272
answered question	272
skipped question	239





### 3. In general, the scores of my teachers in the HIGHLY EFFECTIVE range are:

		Response Percent	Response Count
An accurate reflection of the teacher's ability based on observations and student performance		28.6%	94
<b>A nearly accurate reflection of the teacher's ability based on observations and student performance</b>		<b>35.6%</b>	<b>117</b>
Not a very accurate reflection of the teacher's ability based on observations and student performance		24.3%	80
An inaccurate reflection of the teacher's ability based on observations and student performance		11.6%	38
		<b>answered question</b>	<b>329</b>
		<b>skipped question</b>	<b>182</b>

### 4. Comments or anecdotes regarding teachers scoring in the HIGHLY EFFECTIVE range:

	Response Count
	206
<b>answered question</b>	<b>206</b>
<b>skipped question</b>	<b>305</b>





**5. In general, the scores of my teachers (including those rated developing and effective) are:**

		Response Percent	Response Count
An accurate reflection of the teacher's ability based on observations and student performance		11.0%	48
A nearly accurate reflection of the teacher's ability based on observations and student performance		36.8%	160
<b>Not a very accurate reflection of the teacher's ability based on observations and student performance</b>		<b>37.9%</b>	<b>165</b>
An inaccurate reflection of the teacher's ability based on observations and student performance		14.3%	62
		<b>answered question</b>	<b>435</b>
		<b>skipped question</b>	<b>76</b>





**6. How many of your teachers received a growth score?**

	Response Count
	381
<b>answered question</b>	<b>381</b>
<b>skipped question</b>	<b>130</b>

## 7. In my opinion, APPR will be:

		Response Percent	Response Count
A highly effective tool for teacher evaluation		2.6%	13
An effective tool for teacher evaluation		16.0%	79
<b>A tool of limited value for teacher evaluation</b>		<b>56.7%</b>	<b>280</b>
An ineffective tool for teacher evaluation		24.7%	122
answered question			<b>494</b>
skipped question			<b>17</b>

## 8. Which of the following best describes your reaction to APPR:

		Response Percent	Response Count
Positive and confident		1.6%	8
Supportive with minimal concerns		18.1%	90
<b>Reluctant with doubts</b>		<b>42.5%</b>	<b>211</b>
Opposed with serious concerns		37.8%	188
answered question			<b>497</b>
skipped question			<b>14</b>

**9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

**Response  
Count**

247

**answered question**

**247**

**skipped question**

**264**



**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

1	did not have any ineffective scores	Sep 21, 2012 1:17 PM
2	I had no teachers rated ineffective.	Sep 21, 2012 10:04 AM
3	Some of my best teachers.....results dependent upon grade level and subject area	Sep 21, 2012 7:38 AM
4	No Ineffective	Sep 20, 2012 2:26 PM
5	None of the teachers in my school received an "ineffective" rating.	Sep 20, 2012 11:58 AM
6	We had none	Sep 20, 2012 11:43 AM
7	There are teachers in this category who display the most sound pedagogical practice, as well as high levels of success in areas not measured by the NYSED algorithm.	Sep 20, 2012 10:31 AM
8	I have none but the system does work	Sep 20, 2012 8:59 AM
9	I did not have any ineffective.	Sep 20, 2012 8:58 AM
10	I had no teachers in the ineffective range.	Sep 20, 2012 8:29 AM
11	My school had no ineffective teachers.	Sep 20, 2012 8:12 AM
12	Dotting the I's and corrsing the T's is not my idea of accountablility. The range would be accurate if the teacher was grossly incompetent, but not as ineffective as it is being employed.	Sep 20, 2012 8:11 AM
13	I had no teachers rated ineffective	Sep 20, 2012 8:09 AM
14	n/a	Sep 20, 2012 7:33 AM
15	Many of the students who scored poorly on the assesments, were not students of record for the entire year.	Sep 20, 2012 7:19 AM
16	all of our teachers were in effective range	Sep 20, 2012 7:03 AM
17	I have no teachers scoring in the ineffective range.	Sep 20, 2012 6:53 AM
18	None of my teacher scores fell within the ineffective range.	Sep 20, 2012 6:38 AM
19	The teachers who received this ratings were teachers of divers classes and student social, emotional needs.	Sep 20, 2012 6:20 AM
20	Way too subjective. Some of my most dedicated, hardest working teachers were not ineffective, but developing. They are destroyed by this stigma which has been attached to them	Sep 20, 2012 6:15 AM
21	I did not have any teachers in this range	Sep 20, 2012 6:03 AM
22	I have no teachers in the ineffective range.	Sep 20, 2012 5:50 AM
23	None of my staff were rated below effective. I concur.	Sep 20, 2012 5:40 AM

**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

24	The number of students who received 1's or 4's on the state assessments the past year skew the growth scores for teachers. Classroom makeup (Numbers of 1's, 2's, etc must be balanced among all classes in a grade.	Sep 20, 2012 5:14 AM
25	The teacher that recieved ineffective had special education students in her classroom. These are high needs students who receive direct instruction in both ELA and Math. I will be changing the teacher or record for these students and hopefully she will receive the effective rating she deserves. I feel like special education students will loose out in this system.	Sep 20, 2012 5:10 AM
26	I did not have a teacher scored as Ineffective, however we did have a teacher in a district scored as such. I feel this is a fairly accurate reflection.	Sep 20, 2012 5:04 AM
27	I have no teachers in ineffective range.	Sep 20, 2012 4:54 AM
28	The ratings are based upon student growth which has many variables that effect it that are outside of a teachers control	Sep 20, 2012 4:43 AM
29	This is our first year for the APPR - haven't observed yet. But if any of my teachers were to score at ineffective - it would be based on a total lack of performance and engagement observed.	Sep 20, 2012 4:43 AM
30	I did not have any teachers rated "ineffective."	Sep 20, 2012 4:42 AM
31	Have not yet received teacher results.	Sep 20, 2012 4:40 AM
32	We did not have any teachers in the Ineffective range.	Sep 20, 2012 4:38 AM
33	Had only one in this range, who was not in my building last year so I cannot comment.	Sep 20, 2012 4:29 AM
34	Had none	Sep 20, 2012 4:28 AM
35	None of the teachers were in the ineffective range	Sep 20, 2012 4:25 AM
36	Does not apply	Sep 20, 2012 4:18 AM
37	The scores and systems doesn't take into account the variables that are used to construct classrooms.	Sep 20, 2012 4:11 AM
38	I have highly effective (according to me) special education teachers of students in the Special Class setting who received a "0". It is absurd if you have witnessed the dedication and quality of these educators!	Sep 19, 2012 11:57 AM
39	I do not have any teachers in this range	Sep 19, 2012 7:39 AM
40	No scores yet for HS	Sep 19, 2012 6:21 AM
41	They do not take into account a variety of factors which advesly effect test results and are beyond a teachers control.	Sep 19, 2012 4:52 AM
42	None at this school	Sep 18, 2012 12:31 PM
43	Using tests scores is unfair using all populations.....special education, Ell, etc...	Sep 18, 2012 9:49 AM



**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

44	come see them teach	Sep 18, 2012 9:23 AM
45	The teachers who've received an "INEFFECTIVE" score have been teaching for several years. I have simply inherited them.	Sep 18, 2012 8:28 AM
46	The New Appr does not hold parents accountable for the success of their children either academically or behaviorally. Many of our students are cognitively, behaviorally, or nutritionally impaired. They are simply not capable of scoring well on state exams. This new process has taken the focus off family relationships. It's designed chaos.	Sep 18, 2012 7:17 AM
47	excellent teachers have been identified as ineffective, primarily as a result of the demographics/ability level of the students that they service. These are experienced teachers that do a great job servicing high need students because they can make a difference. If this evaluation system takes hold these teachers may opt for assignments that may not put them at risk of being identified as ineffective.	Sep 18, 2012 5:11 AM
48	The rating does not at all reflect the performance of the teachers. It also does not correlate to the student results on the state assessments.	Sep 17, 2012 5:31 PM
49	The lacking of understanding about the disconnect between student improvement on test scores and teacher performance is astounding.	Sep 17, 2012 9:46 AM
50	Class make-up can not be used to determine if teacher is effective. Not all students have or start at the same starting point for a grade level.	Sep 17, 2012 9:13 AM
51	both teachers receiving developing or ineffective scores in my building teach at the same grade level; the ineffective teacher in a neighboring district is also at the same grade level. Maybe it's the test?	Sep 17, 2012 8:56 AM
52	It is unclear how the student scoring ranges translate to the actual score that each teacher received.	Sep 17, 2012 8:13 AM
53	They are not accurate	Sep 17, 2012 7:32 AM
54	lower ability students being tested at higher levels. 1st yr. teacher trying to get a handle on disruptive class grouping that cannot be filtered in our small district.	Sep 17, 2012 7:25 AM
55	Special Ed. Teachers should be exempt.	Sep 17, 2012 7:24 AM
56	Two of the grade levels this teacher taught the students have been consistently low on state assessments. The students, for the most part maintained but the teacher was given a very low state score. It is my belief that if the kids are maintaining then haven't they really grown a year.	Sep 17, 2012 6:08 AM
57	This is the first year we are doing the scores for the teachers with the new APPR so I don't have a response to this	Sep 17, 2012 4:51 AM
58	This is the adult version of randomly changing cut scores to make everyone look bad so we can qualify for RTTT money. Why?	Sep 17, 2012 4:50 AM
59	Are you talking "ineffective for the 20 points related to State Test Growth..." If so, not very accurate reflection of the teacher's ability.	Sep 16, 2012 6:54 PM

**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

60	There are variables in some cases that are not counted by the state - past practices of overloading strong teachers with "weak" students; weak co-teachers; lack of PD. Practices such as these are ill-conceived and must be eliminated, but they were in place and resulted in skewed data.	Sep 16, 2012 4:07 PM
61	I haven't had one yet.	Sep 16, 2012 2:39 PM
62	none were reported	Sep 16, 2012 1:17 PM
63	We are just beginning the process of this evaluation. So I cannot answer this question.	Sep 16, 2012 8:59 AM
64	We have one Nationally Board Certified teacher in the district. We had two teachers rated "ineffective" in the district. Guess who was one of them...	Sep 16, 2012 8:51 AM
65	Our Fountas and Pinnel benchmark assessments show student growth in ELA not reflected in the state growth scores. In addition, the two elementary teachers themselves that rated in the developing range rate in the highly effective range for professional development and collaboration related aspects of the teacher rubric. These are highly professional people that turn and implement the strategies learned- they are monitored and supported like their peers. The results feel like a statistical aberration that we are still trying to figure out rather than an exposure of a teacher in need of training and support- certainly not in these two teachers' cases- removal.	Sep 16, 2012 8:34 AM
66	Two excellent teachers who volunteer to take on my toughest students got an ineffective. Their hearts were broken. So was mine.	Sep 16, 2012 5:35 AM
67	I did not have any	Sep 15, 2012 7:36 PM
68	None listed as ineffective.	Sep 15, 2012 6:50 PM
69	We had no teachers in the ineffective range.	Sep 15, 2012 5:30 PM
70	At this time I do not have teachers in this area.	Sep 15, 2012 12:50 PM
71	Giving valid assessments that accurately measures student growth.	Sep 15, 2012 9:21 AM
72	My teachers have not scored below effective.	Sep 15, 2012 9:02 AM
73	I have grade levels 2 and 3 in my building and do not have access to the document sent to the district. I looked on the nysed site, but it appeared as if only the district level administrators would be able to access the info. or perhaps the principals in grades 4-8.	Sep 15, 2012 7:48 AM
74	It is impossible to calibrate a test to be exact in measuring Growth	Sep 15, 2012 6:37 AM
75	I didn't have a teacher receive an ineffective	Sep 15, 2012 6:23 AM
76	Special Ed growth scores were not calculated correctly.	Sep 15, 2012 6:22 AM
77	I do not have any teachers scoring ineffective	Sep 14, 2012 6:36 PM
78	No scores for high school people yet.	Sep 14, 2012 6:06 PM

**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

79	Not a realistic value of the teacher's ability to teach!	Sep 14, 2012 5:19 PM
80	The concern is: We are looking at a growth rate from one grade to another grade. Each year we look at NYS Assessments from grade level to grade level (or at least the press does, NYSED does, and my boss does). Ideally, we are following the student but generalizations are made about the cohort. example: If a fifth grade cohort does "well" overall and in sixth grade then has consistent results (percentage of 1-4's compared to the previous year) the scoring of the "growth" does not appear to be credited to the growth of the students growth of one year of content growth...	Sep 14, 2012 5:01 PM
81	Lesson creativity is hampered because the needs of the students do not fit the rubric.	Sep 14, 2012 4:23 PM
82	I have not yet received the scores for my teachers from my district office	Sep 14, 2012 4:38 AM
83	I do not have any at this time	Sep 13, 2012 6:35 PM
84	One was totally on target. A second one was surprising.	Sep 13, 2012 6:09 PM
85	I did not have any in this range, but I believe the whole system has no validity that would hold up in court.The system should be called the laywer full employment act.	Sep 13, 2012 5:12 PM
86	The teacher's rated ineffective were the classes with SWSN, ELL and Socioeconomic challenges. The teachers are lead teachers who are highly qualified. This is having a negative impact on educating all students-steps backward	Sep 13, 2012 4:29 PM
87	One teacher had a 2 in the area of Math and previously has had the highest scores in Math on the grade level for years	Sep 13, 2012 3:21 PM
88	0 % received ineffective	Sep 13, 2012 3:19 PM
89	I didn't have any ineffective	Sep 13, 2012 2:46 PM
90	Some involved self contained classroom teachers.	Sep 13, 2012 2:06 PM
91	Had no ineffective teachers last year	Sep 13, 2012 1:35 PM
92	I did not have any teachers in the ineffective range	Sep 13, 2012 1:32 PM
93	The teachers who received ineffective records have demonstrated growth from year to year, but according to the NYSED scores, not student growth. Based on teacher performance and the assessments administered, this speaks to poorly developed assessment questions that are not aligned to the NYS Learning Standards.	Sep 13, 2012 1:09 PM
94	Rating scale was far too generous	Sep 13, 2012 1:00 PM
95	None of my teachers were rated ineffective.	Sep 13, 2012 12:39 PM
96	There were no ineffecton teachers based on test scores.	Sep 13, 2012 11:47 AM

**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

97	Have not implemented to answer	Sep 13, 2012 11:20 AM
98	None rated Ineffective.	Sep 13, 2012 11:14 AM
99	N/A	Sep 13, 2012 11:09 AM
100	I did not have any teachers in the ineffective range.	Sep 13, 2012 11:06 AM
101	had none at this time	Sep 13, 2012 10:48 AM
102	I did not have any teachers evaluated with this process.	Sep 13, 2012 10:46 AM
103	My school in Buffalo has not received teacher rating scores yet.	Sep 13, 2012 10:30 AM
104	None of this has been released to the building administrators at this time. Teachers have not received it either.	Sep 13, 2012 10:12 AM
105	I did not have any ineffective teacher rating	Sep 13, 2012 10:03 AM
106	Did not have any.	Sep 13, 2012 9:59 AM
107	I did not have any ineffective teachers.	Sep 13, 2012 9:50 AM
108	We are a Special Act School and did not get scores for our teachers yet due to variables beyond our current sphere of influence	Sep 13, 2012 9:38 AM
109	Had none.	Sep 13, 2012 9:09 AM
110	Teachers who are working with students who have special needs are not given enough of an adjustment	Sep 13, 2012 9:04 AM
111	I have one math teacher who teaches an accelerated math class preparing students for the Integrated Algebra Regents. His students perform in the 3 range for the Math 8 assessment because of the disconnect between the Math 8 curriculum and the Integrated Algebra curriculum. Almost all of these students perform in the mastery level on the Integrated Algebra exam.	Sep 13, 2012 9:03 AM
112	All teachers were effective	Sep 13, 2012 9:02 AM
113	I did not have any teachers in the ineffective range.	Sep 13, 2012 8:56 AM
114	I did not have any teachers in the ineffective range	Sep 13, 2012 8:54 AM
115	We did not have any ineffective at my school.	Sep 13, 2012 8:52 AM
116	the teacher in my building who earned this rating this performs at a higher level than many of her peers do on a daily basis yet her test scores did not show that. I see the children in her class writing, reading and computing math problems at a high level. I do not consider her as ineffective teacher. Unfortunately, her students did not perform well on the tests and she feels like a failure.	Sep 13, 2012 8:51 AM
117	None of my staff were rated ineffective	Sep 13, 2012 8:47 AM
118	n 8th grade math teacher, who has, over the past several years in a row, had the	Sep 13, 2012 8:45 AM

**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

	top results regionally, is given a score of 0 because he happens to follow our 7th grade math teacher, who has top scores over the past several years, regionally. Students already at a level 4 (we had 77% at level 4 as result of 7th grade test) are not going to grow as much as students who have lower scores. the window for growth of an elite student is LESS. The state fails to take into account this factor, and, therefore, is categorizing the best 8th grade math teacher in the region as ineffective. RIDICULOUS.	
119	I did not have any teachers in the ineffective range.	Sep 13, 2012 8:43 AM
120	We did not have any in this range	Sep 13, 2012 8:41 AM
121	we had none in the elementary school	Sep 13, 2012 8:40 AM
122	No one is ineffective	Sep 13, 2012 8:34 AM
123	I had none	Sep 13, 2012 8:32 AM
124	The teacher I would choose to teach my own child was rated ineffective.	Sep 13, 2012 8:26 AM
125	No teachers in this building received that ranking	Sep 13, 2012 8:23 AM
126	none	Sep 13, 2012 8:21 AM
127	I did not have any teachers rated "Ineffective" in my building last year.	Sep 13, 2012 8:19 AM
128	I was fortunate to have none...	Sep 13, 2012 8:18 AM
129	Teachers did not score in this range.	Sep 13, 2012 8:18 AM
130	No teacher was rated ineffective this year. Though still concerned of the process for calculating the scores.	Sep 13, 2012 8:15 AM
131	I'm told that one of the most popular and well loved teachers(a male) scored only a 3. This is shocking.	Sep 13, 2012 8:15 AM
132	Did not have any	Sep 13, 2012 8:14 AM
133	N/A	Sep 13, 2012 8:14 AM
134	We had none.	Sep 13, 2012 8:13 AM
135	I didn't have any teacher's in the ineffective range...	Sep 13, 2012 8:10 AM
136	The majority of teachers are teachers of self-contained students w/disabilities.	Sep 13, 2012 8:09 AM
137	I did not have any ineffective	Sep 13, 2012 8:08 AM
138	I did not have any in the ineffective range.	Sep 12, 2012 11:58 AM
139	NA	Sep 12, 2012 5:52 AM
140	I did not have anyone who received ineffective or developing.	Sep 11, 2012 10:41 AM

**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

141	There are many factors that contribute to a child's progress - when nothing is done from 0-5 we have a lot of making up to do. One test - really?	Sep 11, 2012 7:14 AM
142	I did not have teachers in the ineffective range	Sep 10, 2012 4:21 PM
143	Did not have any teacher in this range.	Sep 10, 2012 12:37 PM
144	I did not have any teachers rated as ineffective	Sep 10, 2012 11:52 AM
145	My one ineffective teacher is one of our district leaders in technology integration.	Sep 10, 2012 11:35 AM
146	Why are Special education students held accountable to NYS assessments when they are not functioning on grade level?	Sep 10, 2012 10:51 AM
147	Due to the fact that the scores were not linked to our teacher yet, it is difficult to ascertain...	Sep 10, 2012 9:26 AM
148	I had one ineffective teacher. Co-taught classes with wonderful and strong teachers score substantially lower than they should.	Sep 10, 2012 8:15 AM
149	I didn't have any teachers score in this range.	Sep 10, 2012 7:41 AM
150	none	Sep 10, 2012 7:40 AM
151	This teacher had two difficult students whose scores fluctuated in a non predictable format.	Sep 10, 2012 7:17 AM
152	A bell curve is an ineffective design for teachers. Who is to say you can't have many more highly effective teachers than the curve. You are penalized for excelling.	Sep 10, 2012 5:21 AM
153	n/a	Sep 10, 2012 5:19 AM
154	Did not receive scores on any teachers yet	Sep 10, 2012 5:05 AM
155	My school houses only K & 1.	Sep 10, 2012 4:55 AM
156	There was one teacher rated a "1". While she is not the strongest on the faculty, this score was not consistent with her students' performance.	Sep 10, 2012 4:52 AM
157	I had no teachers in the ineffective range	Sep 10, 2012 4:34 AM
158	I had an excellent teacher who came up as developing - she had a single ELA class as her accountability and there was a handful of capable but emotional and highly unmotivated kids in the group.	Sep 10, 2012 4:17 AM
159	The students in their classes had 4's on last 2011 and this year's assessments therefore, they showed little or no growth.	Sep 9, 2012 6:42 PM
160	There are no teachers in my building who received an ineffective score.	Sep 9, 2012 6:20 PM
161	Some of the teachers in this range work in self-contained classrooms.	Sep 9, 2012 6:16 PM
162	We did not have any teachers scoring in the Ineffective range for growth scores.	Sep 9, 2012 6:04 PM

**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

163	Did not have any teachers rated ineffective.	Sep 9, 2012 4:34 PM
164	My weakest teacher received an effective rating and an effective teacher received an ineffective rating. This is a highly imperfect system.	Sep 9, 2012 4:22 PM
165	The teacher who received ineffective is the most highly effective in the district. Her class is bilingual and many of the students were in this country a year and a few days.	Sep 9, 2012 3:55 PM
166	I cannot understand see how the scores match student achievement -- they do not	Sep 9, 2012 2:41 PM
167	The classroom designation for this one teacher who scored ineffective was self-contained.	Sep 9, 2012 2:21 PM
168	A teacher that I assign challenging students was unfairly punished with a low score.	Sep 9, 2012 2:11 PM
169	One of my teachers that scored as ineffective is Nationally Board Certified. The other teach that scored as ineffective is a veteran teacher whom I have placed my oldest son in her class.	Sep 9, 2012 12:50 PM
170	limited lens for understanding their areas of need	Sep 8, 2012 8:05 AM
171	Have not used the new evaluation system yet. Will do the evaluations in the 2012-2013 school year.	Sep 7, 2012 3:14 PM
172	There were teacher id's that did not even belong to me.	Sep 7, 2012 6:51 AM
173	The one teacher that I had rated in the ineffective range had nearly all of his students attain a level 3 or 4 on the 7th and 8th grade math assessment. To say that we were dismayed with this rating would be an understatement. He is doing all of the right things in his classroom and is on board with all the new initiatives, but when you get the score that he recieved it will only make him more cynical of the entire process when he sees his colleagues who have not "bought in" get rated as effective.	Sep 7, 2012 5:51 AM
174	I was surprised by the results. Two of more weaker teaches were effective and one of my strongest teachers were developing.	Sep 7, 2012 4:30 AM
175	None were deemed ineffective	Sep 6, 2012 2:52 PM
176	our scores have not yet been shared with teachers or principals	Sep 6, 2012 9:53 AM
177	Issues with the data compilation of assigned students is concerning. 61 students were unassigned and not counted in Math but were in ELA.	Sep 6, 2012 9:51 AM
178	I didn't have any teachers in the ineffective range.	Sep 6, 2012 8:47 AM
179	The teachers who were identified as ineffective using the growth model have provided more opportunity to these children than anyone I know. They have been teaching for more than 15 years and have cared for children in ways that tests can never measure.	Sep 6, 2012 8:21 AM



**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

180	No teachers in the INEFFECTIVE range	Sep 6, 2012 7:15 AM
181	I had none	Sep 6, 2012 7:01 AM
182	Depends on the level of planning and efficacy-in addition to the scores--expert teaching will equal better performance.	Sep 6, 2012 6:48 AM
183	I have 2 teachers rated as ineffective. One had a rough year and the rating is somewhat reflective of their performance. The other teacher, in my opinion, was not properly rated based on their excellence in the classroom.	Sep 6, 2012 6:20 AM
184	The evaluation criteria are vague and miss the mark.	Sep 6, 2012 6:09 AM
185	I did not receive evaluative scores yet. Just frequency distribution.	Sep 6, 2012 5:24 AM
186	We do not have any in the ineffective range.	Sep 6, 2012 4:17 AM
187	NA	Sep 6, 2012 4:14 AM
188	None.	Sep 5, 2012 7:58 PM
189	One of my most effective teachers came out as ineffective, which is ridiculous.	Sep 5, 2012 7:45 PM
190	I had one teacher, I actually thought that I would have more.	Sep 5, 2012 7:14 PM
191	I was shocked by one "ineffective" teacher, totally shocked. A couple of the others however, did not shock me.	Sep 5, 2012 6:42 PM
192	100% of their students scored at level 4	Sep 5, 2012 6:41 PM
193	One of our most engaging teachers rated very poorly. This absolutely contradicts our data which includes almost a decade of student reports. Last year, this one particular teacher was nominated (by a former student) as the most impactful in that student's life.	Sep 5, 2012 6:38 PM
194	Didn't have any.	Sep 5, 2012 6:37 PM
195	I had no teacher scores in the ineffective range.	Sep 5, 2012 6:37 PM
196	We had no ineffective teachers.	Sep 5, 2012 6:28 PM
197	I have no teachers in this category, though I probably should have had one.	Sep 5, 2012 6:21 PM
198	The reason for the three ineffectives we "earned" were because we just transitioned the 5th grade into our middle school and in the process of trying to develop a schedule, we actually shortchanged our math teachers and did not give them enough time to get the job done properly. They appropriately registered their discontent but we were unable to do anything substantial until a new schedule was developed over the summer.	Sep 5, 2012 6:20 PM
199	I did not have any.	Sep 5, 2012 6:19 PM
200	None	Sep 5, 2012 6:08 PM



**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

201	I did not have any	Sep 5, 2012 5:42 PM
202	For one teacher it did not tell the whole story but for another it was accurate.	Sep 5, 2012 2:44 PM
203	I did not have teachers in the ineffective range	Sep 5, 2012 2:30 PM
204	accurate	Sep 5, 2012 2:03 PM
205	None of my teachers came back in the ineffective range.	Sep 5, 2012 1:56 PM
206	Self Contained special education teachers are at a disadvantage.	Sep 5, 2012 1:40 PM
207	I do not have any.	Sep 5, 2012 1:33 PM
208	Inner city teachers are some of the best. Political agendas have got in the way of true reform. ELL, Special Ed and high poverty are all counted.	Sep 5, 2012 1:27 PM
209	A second year teacher who demonstrates all of the elements of good teaching had a difficult cohort. These things happen.	Sep 5, 2012 12:56 PM
210	It was a teacher in a self contained class with high needs students.	Sep 5, 2012 12:48 PM
211	Some teachers who received an ineffective rating have the highest test scores of the teachers.	Sep 5, 2012 12:37 PM
212	We had no ineffective teachers.	Sep 5, 2012 12:33 PM
213	The changes in the exam was unfair and the target is continually moving, it does not take into account student variables	Sep 5, 2012 11:57 AM
214	The pre-test scores are not based on the grade presently taught.	Sep 5, 2012 11:27 AM
215	I had no teachers in the ineffective range	Sep 5, 2012 11:22 AM
216	Score reflected amount of work and dedication teacher has put into classroom/students.	Sep 5, 2012 10:37 AM
217	I did not have any ineffective teachers	Sep 5, 2012 10:36 AM
218	Two of my strongest teachers recieved scores of ineffective and developing. They are outstanding as rated by any observer who has been in their classrooms over the years, are curriculum leaders and parents beg for children to be in their classes.	Sep 5, 2012 10:25 AM
219	The scores do not accurately reflect the teaching ability of the teachers. There are many factors that refelct the overall score for students that are not taken into account.	Sep 5, 2012 10:02 AM
220	I did not have teachers in this range	Sep 5, 2012 9:47 AM
221	No ineffectives	Sep 5, 2012 9:35 AM
222	I have no teachers that received ineffective	Sep 5, 2012 9:24 AM

**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

223	While the score of ineffective was surprising. My weakest ELA Teacher recieved it.	Sep 5, 2012 9:16 AM
224	High School teachers have not been evaluated yet.	Sep 5, 2012 9:04 AM
225	I consider this math teacher one of my most outstanding faculty members.	Sep 5, 2012 8:56 AM
226	Increased 4s and made AYP with increased scores from prior, yet low Growth? Middle school decrease in AYP and scores yet higher growth scores for teachers!	Sep 5, 2012 8:45 AM
227	We did not have any	Sep 5, 2012 8:39 AM
228	Not applicable	Sep 5, 2012 8:10 AM
229	Not applicable - I didn't have any teachers in this range	Sep 5, 2012 8:04 AM
230	Did not have any teachers who scored in this range	Sep 5, 2012 7:46 AM
231	didn't have any who were rated ineffective	Sep 5, 2012 7:39 AM
232	I did not have any ineffective teachers	Sep 5, 2012 7:32 AM
233	i have math teachers who brought integrated algebra for all students this year as the first year and received a 92% pass rate. However, got an ineffective due to grade 8 math scores. THIS IS A CRIME. CRIME. CRIME	Sep 5, 2012 7:29 AM
234	I did not have any ineffective teacher ratings	Sep 5, 2012 7:23 AM
235	one teacher has constatnly led the county and the region in their exam area, yet received a growth score of 0.	Sep 5, 2012 7:16 AM
236	I had one teacher with an inneffective rating. They were not one of my stronger teachers, but their results have not been ineffective.	Sep 5, 2012 7:16 AM
237	It was a penalty for having a very immature and difficult class in part.	Sep 5, 2012 7:09 AM
238	didn't have any	Sep 5, 2012 7:02 AM
239	I have teachers who volunteer to take the students that have IEPs and those that fall behind in reading. This children move along at there own developmental pace. Now with the APPR system, I doubt that anyone will volunteer to have these students in their class. This is a travesty because these teachers are excellent and are very kind, compassionate and caring.	Sep 5, 2012 6:57 AM
240	No teachers scored in this range	Sep 5, 2012 6:54 AM
241	There were no teachers scoring in the ineffective range in my building.	Sep 5, 2012 6:45 AM
242	I had no teachers in the ineffective range.	Sep 5, 2012 6:35 AM
243	No teachers rated ineffective	Sep 5, 2012 6:19 AM
244	Both of my teachers that scored in the ineffective range are very good teachers	Sep 5, 2012 6:16 AM

**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

	with a firm grasp of appropriate pedagogical practices.	
245	Scores were inaccurate and hurtful	Sep 5, 2012 6:15 AM
246	None	Sep 5, 2012 6:14 AM
247	difficult for best teachrs to get accurate growth score because they have honors students who have little room for growth...	Sep 5, 2012 6:13 AM
248	I did not have any teachers rated as ineffective.	Sep 5, 2012 6:11 AM
249	These teachers are teachers if SWDs and do not reflect the growth that students have achieved because they still remain significantly below grade level.	Sep 5, 2012 6:10 AM
250	Our school is one of the highest achieving (98% percentile) schools in the State. However, we only had two teachers rated as "highly effectively" and I was rated as "effective" since we stayed at the 98% percentile for two straight years...no growth?!	Sep 5, 2012 6:07 AM
251	Students in class were average and received average scores and none scored below a 2. In fact most scored 3, but yet the the state thinks the teachers are ineffective and gave a score of 1 for the teachers.	Sep 5, 2012 6:02 AM
252	Teacher assessment on department common assessments, final exams and regents exam indicate higher level of achievement than state formula.	Sep 5, 2012 5:58 AM
253	I had no teachers in the ineffective rating.	Sep 5, 2012 5:58 AM
254	I had no teachers score ineffective	Sep 5, 2012 5:51 AM
255	An excellent and solid teacher received a low score--had challenging kids because I knew they would do a good job.	Sep 5, 2012 5:51 AM
256	None of my teachers were rated as ineffective.	Sep 5, 2012 5:45 AM
257	Not sure where how the state arrived at that particular score.	Sep 5, 2012 5:42 AM
258	none were ineffective	Sep 5, 2012 5:39 AM
259	I had no ineffective	Sep 5, 2012 5:39 AM
260	Some of my best teachers have the lower scores for my building. They weren't rated ineffective, but on the lower end.	Sep 5, 2012 5:39 AM
261	Unlike private schools, charter schools and boarding schools, public school students are not selected they come to our buildings because of where they live. It is every parents hope and public-school educators belief that these children can in fact learn and be inspired to reach maximum levels through their educational journey. Since we are not in the selection business with regards to what students come to our schools or enter into a teachers classroom, more times than not our classes range from at risk, some risk and no risk. This requires many of our teachers to have extreme differentiated instructional approaches regardingCCSS/21st-century skills and local expectations. Have many of those teachers with ratings that are not desirable moved students	Sep 5, 2012 5:39 AM

**Page 2, Q2. Comments or anecdotes regarding teachers scoring in the INEFFECTIVE range:**

	academically I'm sure you will find a resounding yes very in this Annual Professional Performance Review (APPR).	
262	I did not have any teachers in the ineffective range.	Sep 5, 2012 5:37 AM
263	One teacher was ranked ineffective and he truly is.	Sep 5, 2012 5:37 AM
264	If data linkage was incorrect results no accurate Excellent teachers rec'd ineffective rating	Sep 5, 2012 5:37 AM
265	I did not have any I E teachers	Sep 5, 2012 5:36 AM
266	No ineffective teachers this year. We do have two in the developing range and one of them is a district Danielson teacher who is outstanding.	Sep 5, 2012 5:36 AM
267	eliminates any reflection/evaluation of the affective domain	Sep 5, 2012 5:35 AM
268	no INEFFECTIVE; small sample	Sep 5, 2012 5:29 AM
269	The numbers did not correspond to the relative strengths and weaknesses of my faculty.	Sep 5, 2012 5:28 AM
270	I did not have any teachers score in the ineffective range.	Sep 5, 2012 5:27 AM
271	No teacher scored ineffective in my building	Sep 5, 2012 5:25 AM
272	We had no teachers in the ineffective range - the lowest was Developing.	Sep 5, 2012 5:25 AM



**Page 2, Q4. Comments or anecdotes regarding teachers scoring in the HIGHLY EFFECTIVE range:**

1	Did not have any highly effective scores	Sep 21, 2012 1:17 PM
2	I had no teachers rated highly effective	Sep 21, 2012 10:04 AM
3	There were none in this range---- but should have been	Sep 21, 2012 9:43 AM
4	Did not have any	Sep 21, 2012 9:18 AM
5	Seems very dependent upon subject area and grade level....	Sep 21, 2012 7:38 AM
6	While the teacher that was termed "H.E." is an outstanding teacher, we have many more "H.E." educators that were not termed so.	Sep 20, 2012 1:53 PM
7	We had none (but should have)	Sep 20, 2012 11:43 AM
8	NOne of my teachers were in this range	Sep 20, 2012 11:18 AM
9	There are teachers in this category who do not display sound pedagogical practice and have received "Ineffective" or "Developing" ratings, only to throw it in the face of the administrator that their lead evaluator training may have not been adequate. The individuals in question did not experience high levels of success in areas not measured by the NYSED algorithm, but did quantify growth.	Sep 20, 2012 10:31 AM
10	My evaluations line up with the ratings.	Sep 20, 2012 8:58 AM
11	I had no teachers in the highly effective range	Sep 20, 2012 8:29 AM
12	I had no highly effective teachers in my school.	Sep 20, 2012 8:12 AM
13	It is not possible to accurately and factually report that a teacher is doing something that they are not. if they do the items listed on the APPR, then one could asume that they have it together, but only when verified with evidence. The outcomes, however are not necessarily a good indicator of the amount of work done by quality, effective teachers.	Sep 20, 2012 8:11 AM
14	I have a teacher with special education students who received Effective and I believe it should have been Highly Effective.	Sep 20, 2012 8:09 AM
15	n/a	Sep 20, 2012 7:33 AM
16	Many of these teachers had the luck of the draw in terms of getting students whose families have respect for the educational process. This is just one factor. The students are motivated by their envirinment. We have 5 hours and 50 minutes each day to develop a positive culture for learning.	Sep 20, 2012 7:19 AM
17	please see above comment	Sep 20, 2012 7:03 AM
18	None of my teacher scores fell within the highly effective range.	Sep 20, 2012 6:38 AM
19	This rating was only based on the students placed in the class. This year could be totally different based on the class make up	Sep 20, 2012 6:20 AM
20	I had no highly effective teachers according to the state	Sep 20, 2012 6:15 AM

**Page 2, Q4. Comments or anecdotes regarding teachers scoring in the HIGHLY EFFECTIVE range:**

21	I noticed the teachers at two grade levels who have the highest number of students with special needs did not have as high a rating as I would have thought or expected based on my assessment of their work with students.	Sep 20, 2012 5:40 AM
22	See above.	Sep 20, 2012 5:14 AM
23	IT seems somewhat random and not accurate.	Sep 20, 2012 5:14 AM
24	We have the highest student scores in ELA and Math in our BOCES region, yet not one of our teachers was rated highly effective.	Sep 20, 2012 5:10 AM
25	There are many factors that effect student growth outside of a teachers control	Sep 20, 2012 4:43 AM
26	Highly effective would be reflective of just how well prepared, and how well a teacher delivers content and allows stduents to think and ask questions independently. Class would be well managed and students would be thoroughly engaged with the lesson, the teacher, and with each other.	Sep 20, 2012 4:43 AM
27	We did not have any teachers in the Highly Effective range.	Sep 20, 2012 4:38 AM
28	The only teacher in my building who scored highly effective teaches to the test only.	Sep 20, 2012 4:33 AM
29	I had no HE scores	Sep 20, 2012 4:30 AM
30	Had none	Sep 20, 2012 4:29 AM
31	Had none	Sep 20, 2012 4:28 AM
32	None of the teachers were in the highly effective range	Sep 20, 2012 4:25 AM
33	Does not apply	Sep 20, 2012 4:18 AM
34	I did not have teachers who scored in the highly effective range.	Sep 20, 2012 4:11 AM
35	My school, according to the state, had NO teachers in that range.	Sep 19, 2012 11:57 AM
36	We did not have any in the HE range.	Sep 19, 2012 7:06 AM
37	No scores yet for HS	Sep 19, 2012 6:21 AM
38	None at this school	Sep 18, 2012 12:31 PM
39	Teachers work hard for the students and school. How can we reach parents?	Sep 18, 2012 9:49 AM
40	I don't have any	Sep 18, 2012 9:23 AM
41	These teachers demonstate a keen understanding for the profession. They have developed excellent systems in their respective classrooms and have the student's participating in lessons.	Sep 18, 2012 8:28 AM
42	Once again, a teacher can be highly effective one year and ineffective the next based on the abilities of students the mix of class, and the support of parents.	Sep 18, 2012 7:17 AM

**Page 2, Q4. Comments or anecdotes regarding teachers scoring in the HIGHLY EFFECTIVE range:**

43	None of our teachers scored ^in this range.	Sep 17, 2012 6:25 PM
44	teachers who observations have shown them to need some improvement have scored as highly effective	Sep 17, 2012 8:56 AM
45	None of my teacher received a highly effective score.	Sep 17, 2012 8:13 AM
46	There are many factors not accounted for	Sep 17, 2012 7:32 AM
47	one class.one observation.in our district,teacher "complaint" could sway principal.	Sep 17, 2012 7:25 AM
48	Not entirely reflective of their teaching abilities rather their abilities to "teach to the test".	Sep 17, 2012 7:24 AM
49	Didn't have any.	Sep 17, 2012 5:20 AM
50	Only had one - difficult to judge	Sep 17, 2012 4:50 AM
51	N/A- I didn't have any....	Sep 16, 2012 6:54 PM
52	My highly effective teachers/master teachers have been rated effective based on student scores.	Sep 16, 2012 2:39 PM
53	none were reported	Sep 16, 2012 1:17 PM
54	We are just beginning the process of this evaluation. So I cannot answer this question.	Sep 16, 2012 8:59 AM
55	2000 student district. No "highly effective" teachers apparently.	Sep 16, 2012 8:51 AM
56	None of my teachers scored in the highly effective range. Of the handful that did- again- it seemed to be a stroke of statistical luck.	Sep 16, 2012 8:34 AM
57	One deserved it. The other did not. She is a weak disciplinarian so we give her high achievers.	Sep 16, 2012 5:35 AM
58	The teacher did a nice job but she was not 35% better than another who was rated 7 points lower.	Sep 15, 2012 5:30 PM
59	I am very concerned because the only teacher in my building who earned a rating ot " Highly Effective" teaches only advanced students. We can tell teachers that the playing field is level, but the ratings have to reflect that. It will be a hard sell.	Sep 15, 2012 1:01 PM
60	N/A	Sep 15, 2012 12:50 PM
61	The system allows for the makeup of the class to directly impact the teachers score (heterogeneous classes, parent involvement etc...)	Sep 15, 2012 9:21 AM
62	Two teachers received highly effective in my school and are deserving of that rating.	Sep 15, 2012 9:02 AM
63	I didn't have a teacher rated highly effective.	Sep 15, 2012 6:23 AM



**Page 2, Q4. Comments or anecdotes regarding teachers scoring in the HIGHLY EFFECTIVE range:**

64	I do not have any teachers scoring highly effective	Sep 14, 2012 6:36 PM
65	Only had one teacher rated highly effective, but accurate for that teacher.	Sep 14, 2012 5:19 PM
66	I was not surprised on any of the teachers scoring Highly Effective. It was the ineffective that startled me!	Sep 14, 2012 5:01 PM
67	Teachers who consistently used materials designed for test prep were rated highly effective even though my observations and evals did not reflect this.	Sep 14, 2012 4:28 PM
68	Our first attempt at implementing APPR was not as strictly scored as future attempts will be due to the fact that we had only about 2 months to implement a plan with the teachers affected.	Sep 13, 2012 6:35 PM
69	I had no highly effective	Sep 13, 2012 6:09 PM
70	did not have any which is quite surprising...	Sep 13, 2012 4:29 PM
71	I didn't have an highly effective	Sep 13, 2012 2:46 PM
72	Students going from a weaker teacher to a stronger teacher showed more growth. When kids went from a strong teacher to a strong teacher they may not have shown as much growth. The score was then misleading.	Sep 13, 2012 2:06 PM
73	I did not have any teachers in the highly effective range	Sep 13, 2012 1:32 PM
74	Teachers who received highly effective ratings were those who taught more advanced students.	Sep 13, 2012 1:09 PM
75	I don't have anyone in this range	Sep 13, 2012 11:29 AM
76	Have not implemented to answer	Sep 13, 2012 11:20 AM
77	None rated Highly Effective.	Sep 13, 2012 11:14 AM
78	N/A	Sep 13, 2012 11:09 AM
79	I did not have any teachers in the highly effective range and at least two of them should be.	Sep 13, 2012 11:06 AM
80	No teacher was deemed Highly Effective	Sep 13, 2012 10:40 AM
81	My teachers have not received scores yet	Sep 13, 2012 10:30 AM
82	None of this has been released to the building administrators at this time. Teachers have not received it either.	Sep 13, 2012 10:12 AM
83	Did not have any	Sep 13, 2012 9:59 AM
84	We are a Special Act School and did not get scores for our teachers yet due to variables beyond our current sphere of influence	Sep 13, 2012 9:38 AM
85	Had none.	Sep 13, 2012 9:09 AM

**Page 2, Q4. Comments or anecdotes regarding teachers scoring in the HIGHLY EFFECTIVE range:**

86	did not have any teachers that scored in that range	Sep 13, 2012 9:08 AM
87	not applicable as I have only one section tested.	Sep 13, 2012 9:03 AM
88	No teachers were highly effective	Sep 13, 2012 9:02 AM
89	No one scored highly effective, which for a few of my teachers is an injustice.	Sep 13, 2012 9:00 AM
90	I did not have any teachers in the highly effective range.	Sep 13, 2012 8:54 AM
91	We did not have any highly effective at my school.	Sep 13, 2012 8:52 AM
92	None of my staff were rated Highly Effective	Sep 13, 2012 8:47 AM
93	I did not have any teachers in the highly effective range.	Sep 13, 2012 8:43 AM
94	We did not have any in this range	Sep 13, 2012 8:41 AM
95	the best teacher in one grade level was rated effective - another teacher who wasn't as strong was rated highly effective	Sep 13, 2012 8:40 AM
96	I had none	Sep 13, 2012 8:32 AM
97	I had no highly effective teachers.	Sep 13, 2012 8:26 AM
98	Only one teacher received this ranking. It was appropriate; however, based on that teacher's ranking, I would have expected at least one or two others to receive it, as well.	Sep 13, 2012 8:23 AM
99	none	Sep 13, 2012 8:21 AM
100	I did not have any teachers rated "Highly Effective" in my building last year.	Sep 13, 2012 8:19 AM
101	I had none.	Sep 13, 2012 8:18 AM
102	Teachers did not score in this range.	Sep 13, 2012 8:18 AM
103	The highest scoring teacher(a 17) was a 46 year veteran who just retired. She would not be a model for ANY new teacher as she was very scattered in her approach and just returned to the elementary classroom after 30 years as a Junior High teacher..	Sep 13, 2012 8:15 AM
104	Did not have any	Sep 13, 2012 8:14 AM
105	Comicak abd dnagerous -- these are not the best we have but there efforts have been validated.	Sep 13, 2012 8:09 AM
106	I did not have any highly effective	Sep 13, 2012 8:08 AM
107	Most teachers are highly effective - they make up for what is not done at home in addition to trying to meet high standards	Sep 11, 2012 7:14 AM
108	I don't know that the teacher who received highly effective was any more highly effective than a number of other teachers--seems arbitrary.	Sep 10, 2012 4:21 PM

**Page 2, Q4. Comments or anecdotes regarding teachers scoring in the HIGHLY EFFECTIVE range:**

109	Did not have any teachers in this range.	Sep 10, 2012 12:37 PM
110	I did not have any teachers rated as Highly effective	Sep 10, 2012 11:52 AM
111	My one highly effective teacher rules his classroom with some degree of fear.	Sep 10, 2012 11:35 AM
112	According to this, none of my teachers are highly effective on grades 4 and 5.	Sep 10, 2012 10:51 AM
113	Those students that scored 4's the year prior had no where to go in terms of growth and this kept certain teachers from scoring as highly effective.	Sep 10, 2012 8:15 AM
114	Three of my teachers scored in this range. Two team teach and are very strong. The third teacher uses a lot of worksheets and drill, drill, drill. I'm not surprised short term gains are strong, but I question long range gains. I don't support this method of teaching in my school.	Sep 10, 2012 7:41 AM
115	Some highly effective teachers were placed in the effective category, or developing	Sep 10, 2012 7:40 AM
116	Did not receive scores on any teachers yet	Sep 10, 2012 5:05 AM
117	My school houses only K & 1.	Sep 10, 2012 4:55 AM
118	We had only one "highly effective" teacher in our school, although we have many data points that suggest that there are many performing at that level.	Sep 10, 2012 4:52 AM
119	One additional teacher should have scored there.	Sep 10, 2012 4:34 AM
120	Math teachers have an advantage here with 5 sections - my one teacher rated highly effective had the advantage of 3 sections of Math A - a skewed group.	Sep 10, 2012 4:17 AM
121	Depending on the number of students who moved from a 2 to a 3 and a 3 to a 4, is not only this teacher's effectiveness but the results of many staff members.	Sep 9, 2012 6:42 PM
122	No one in my school scored in this range despite the fact that my ELA and Math percentages in the passing range went up (3's and 4's).	Sep 9, 2012 6:16 PM
123	We did not have any teachers scoring in the highly effective range for growth scores.	Sep 9, 2012 6:04 PM
124	Did not have any teachers rated highly effective.	Sep 9, 2012 4:34 PM
125	I had a teacher 1 point from highly effective who is consistently highly effective.	Sep 9, 2012 4:22 PM
126	We had no highly effective teacher even though at least some of them are highly in my opinion based on the many years of observations.	Sep 9, 2012 3:55 PM
127	I have many teachers with higher student achievement who have lower state scores. I truly cannot see how the math is determined.	Sep 9, 2012 2:41 PM
128	I didn't have any.	Sep 9, 2012 12:50 PM
129	limited lens for understanding their areas of strength	Sep 8, 2012 8:05 AM

**Page 2, Q4. Comments or anecdotes regarding teachers scoring in the HIGHLY EFFECTIVE range:**

130	Have not used the new evaluation system yet. Will do the evaluations in the 2012-2013 school year.	Sep 7, 2012 3:14 PM
131	A consultant special education teacher who is on an improvement plan received highly effective ratings because she got credit for the classroom teachers who have those students and are very strong.	Sep 7, 2012 5:20 AM
132	None were deemed highly effective	Sep 6, 2012 2:52 PM
133	I had no teacher with a Highly Effective rating based on their score from the state.	Sep 6, 2012 1:54 PM
134	scores not shared yet	Sep 6, 2012 9:53 AM
135	I did not have any	Sep 6, 2012 8:21 AM
136	Many times the scores do not correlate to a child's performance-for example, we have a high functioning child in grade 4--above average in all areas....suddenly he receives a 2 on the ELA exam? How can this be? Or a child that struggled all year suddenly achieves a level 3? Scores are subjective to interpretation when you know your kids.....it is only one 'snapshot' in time-and is not always accurate-	Sep 6, 2012 6:48 AM
137	No teachers were rated as Highly Effective	Sep 6, 2012 6:20 AM
138	We don't have any in the highly effective range even though I believe we should.	Sep 6, 2012 4:17 AM
139	NA	Sep 6, 2012 4:14 AM
140	I had no highly effective teachers.	Sep 5, 2012 7:58 PM
141	I had none! Oddly enough, we saw growth in ELA6-8, math 6-7. We had a dip in math 8 because the focus was integrated algebra, not math 8. We had an increase in INTEGRATED ALGEBRA, but there was no rating for that.	Sep 5, 2012 6:42 PM
142	We didn't have any based on the scores.	Sep 5, 2012 6:38 PM
143	Didn't have any.	Sep 5, 2012 6:37 PM
144	I had no teacher scores in the highly effective range.	Sep 5, 2012 6:37 PM
145	I have no teachers in this category, though I should have had at least three.	Sep 5, 2012 6:21 PM
146	Although a good teacher and lovely person, our "highly effective" teacher had a less challenging group of students than her colleagues. Just "luck of the draw".	Sep 5, 2012 6:20 PM
147	There were not any that were highly effective.	Sep 5, 2012 6:19 PM
148	I did not have any	Sep 5, 2012 5:42 PM
149	I did not have teachers in the highly effective range	Sep 5, 2012 2:30 PM
150	Did not have any highly effective. This would be accurate.	Sep 5, 2012 2:03 PM

**Page 2, Q4. Comments or anecdotes regarding teachers scoring in the HIGHLY EFFECTIVE range:**

151	None of my teachers were in the highly effective range.	Sep 5, 2012 1:56 PM
152	These teachers do go above and beyond.	Sep 5, 2012 1:40 PM
153	Apparently, I do not have any highly effective teachers.	Sep 5, 2012 1:40 PM
154	I do not have any.	Sep 5, 2012 1:33 PM
155	N/A	Sep 5, 2012 1:27 PM
156	None of my teachers reached the highly effective score. One of my teachers (retiring) is an outstanding educator and always has been. What a way to retire, as effective..	Sep 5, 2012 12:56 PM
157	I didn't have any.	Sep 5, 2012 12:48 PM
158	didn't have any	Sep 5, 2012 12:35 PM
159	We had no highly effective teachers.	Sep 5, 2012 12:33 PM
160	The changes in the exam was unfair and the target is continually moving, it does not take into account student variables	Sep 5, 2012 11:57 AM
161	I had no teachers in the HE category.	Sep 5, 2012 11:22 AM
162	did not have any in this category and I have some teachers that are highly effective	Sep 5, 2012 10:37 AM
163	I had only one	Sep 5, 2012 10:36 AM
164	I don't feel this reflect all the teachers in the school. Only 1 teacher recieved a highly effective rating.	Sep 5, 2012 10:02 AM
165	Test scores often put a teacher in a range where there classroom performance is not	Sep 5, 2012 9:47 AM
166	I have no teachers in this range	Sep 5, 2012 9:24 AM
167	I was very disappointed at the nuymer iof highly effective scores in our math program. The Math department at my Middle scoring has had the highest scores inthe district for 7 straight years yet 4 of the 8 teachers int he department received developing scores. My Regents algebra teachers (teaching 8th grade honors students) had 98% of the students at master on the regents exam yet earned devlioping scores based on the students NYS Math 8 performance.	Sep 5, 2012 9:16 AM
168	I have none!	Sep 5, 2012 8:45 AM
169	I didn't have one teacher rated highly effective. I do have a few and there summative (60%) evaluations rated them highly effective. Nonetheless, not one earned a highly effective rating.	Sep 5, 2012 8:44 AM
170	We only had 1 but I thought we would have more.	Sep 5, 2012 8:39 AM
171	Not applicable	Sep 5, 2012 8:10 AM

**Page 2, Q4. Comments or anecdotes regarding teachers scoring in the HIGHLY EFFECTIVE range:**

172	Not applicable - I didn't have any teachers in this range	Sep 5, 2012 8:04 AM
173	I do not feel a single test or even two tests can be the measure of scoring a teacher Highly Effective....it can be a piece that allows a teacher to reach that standing but how this formula works....not sure	Sep 5, 2012 7:46 AM
174	the teachers who received a highly effective rating had more low performing students who showed growth so their rating was higher than teachers who had high performing students who showed less growth	Sep 5, 2012 7:39 AM
175	I did not have any highly effective teachers	Sep 5, 2012 7:32 AM
176	A big disconnect.	Sep 5, 2012 7:29 AM
177	didn't have any	Sep 5, 2012 7:02 AM
178	Many teachers are fortunate to have a class assigned to them of high readers. These children do well on the Pearson standardized tests; particularly if they are reading at a level at least one full year ahead of their assigned grade. For example: students in third grade that received a four on the NYS tests designed by Pearson were at a grade four reading level according to their DRA scores.	Sep 5, 2012 6:57 AM
179	We did not have any teachers that were highly effective	Sep 5, 2012 6:52 AM
180	I had no teachers in the highly effective range	Sep 5, 2012 6:35 AM
181	Only teachers of honors classes were rated highly effective at our school.	Sep 5, 2012 6:19 AM
182	I had one teacher score in this range and agree that the ranking was accurate.	Sep 5, 2012 6:16 AM
183	none in this range	Sep 5, 2012 6:13 AM
184	I did not have any teachers rated as highly effective.	Sep 5, 2012 6:11 AM
185	I had no teachers in this range	Sep 5, 2012 6:10 AM
186	Highly effective teachers were more reflective of their students rather than their instructional quality.	Sep 5, 2012 6:07 AM
187	Had no one considered highly effective.	Sep 5, 2012 6:06 AM
188	Did not have any highly effective teachers.	Sep 5, 2012 5:58 AM
189	I had no teachers score in the highly effective range.	Sep 5, 2012 5:58 AM
190	Teachers with a highly effective rating did not necessarily have the highest test scores. The teacher in my building with a highly effective rating had children that scored lower on the 4th grade assessments, therefore their growth was more notable than another teacher with higher test results.	Sep 5, 2012 5:51 AM
191	I have no idea why one teacher, who is mediocre at best received this rating.	Sep 5, 2012 5:51 AM
192	None of my teachers were rated highly effective.	Sep 5, 2012 5:45 AM

**Page 2, Q4. Comments or anecdotes regarding teachers scoring in the HIGHLY EFFECTIVE range:**

193	No teachers scored Highly Effective.	Sep 5, 2012 5:42 AM
194	none were highly effective	Sep 5, 2012 5:39 AM
195	of the two I had, one was a surprise	Sep 5, 2012 5:39 AM
196	My two highest rated teachers were my poorer teachers. One teacher was out for over 30 days, the other had several students taken out of her class and moved to another teacher who could better handle them.	Sep 5, 2012 5:39 AM
197	In the cases I have observed regarding favorable ratings for these teachers, I am of the opinion that yes good teaching skill development and data driven curriculum that focuses on interventions and strategies was present. However, my review of student data assigned to those teachers was equally favorable. In far too many cases it was the luck of the draw not only fine teaching.	Sep 5, 2012 5:39 AM
198	One teacher was ranked highly effective and she truly is on a consistent basis.	Sep 5, 2012 5:37 AM
199	I did not have any	Sep 5, 2012 5:36 AM
200	We do not have ANY highly effective teachers.	Sep 5, 2012 5:36 AM
201	The one teacher in the Highly Effective range is an non-tenured teacher- who will obtained tenure in July 2012	Sep 5, 2012 5:30 AM
202	surprised at 1 receiving it and several who did not	Sep 5, 2012 5:29 AM
203	They scores only accidently corresponded with their actual ability. As it turned out, a teacher identified as highly effective was, but that was not related to the psychometrics/formulas involved in arriving at that score.	Sep 5, 2012 5:28 AM
204	No teacher scored highly effective in my building	Sep 5, 2012 5:25 AM
205	We had no teachers rated Highly Effective, only Effective or Developing.	Sep 5, 2012 5:25 AM
206	The teachers in my building that received a HE rating were usually those with the poorest evaluations in the past.	Sep 5, 2012 5:24 AM





**Page 2, Q6. How many of your teachers received a growth score?**

1	0	Sep 21, 2012 3:05 PM
2	10	Sep 21, 2012 1:17 PM
3	0	Sep 21, 2012 10:34 AM
4	four	Sep 21, 2012 10:04 AM
5	17	Sep 21, 2012 9:43 AM
6	24	Sep 21, 2012 9:18 AM
7	27	Sep 21, 2012 7:38 AM
8	21	Sep 21, 2012 5:43 AM
9	9	Sep 20, 2012 5:46 PM
10	4	Sep 20, 2012 2:04 PM
11	16 out of 80 - no special ed or ELL ratings	Sep 20, 2012 1:53 PM
12	10	Sep 20, 2012 11:58 AM
13	6	Sep 20, 2012 11:43 AM
14	????	Sep 20, 2012 11:18 AM
15	8	Sep 20, 2012 10:31 AM
16	12	Sep 20, 2012 10:31 AM
17	10	Sep 20, 2012 9:30 AM
18	90%	Sep 20, 2012 8:59 AM
19	18	Sep 20, 2012 8:58 AM
20	7	Sep 20, 2012 8:29 AM
21	8	Sep 20, 2012 8:12 AM
22	N/A, but school was rated ineffective	Sep 20, 2012 8:11 AM
23	12	Sep 20, 2012 8:09 AM
24	3	Sep 20, 2012 7:34 AM
25	n/a	Sep 20, 2012 7:33 AM
26	6	Sep 20, 2012 7:19 AM
27	6	Sep 20, 2012 7:03 AM

**Page 2, Q6. How many of your teachers received a growth score?**

28	8	Sep 20, 2012 6:53 AM
29	6	Sep 20, 2012 6:48 AM
30	21	Sep 20, 2012 6:40 AM
31	Approximately 10	Sep 20, 2012 6:38 AM
32	6	Sep 20, 2012 6:33 AM
33	15	Sep 20, 2012 6:20 AM
34	4	Sep 20, 2012 6:15 AM
35	11	Sep 20, 2012 6:03 AM
36	9	Sep 20, 2012 5:50 AM
37	7	Sep 20, 2012 5:40 AM
38	18	Sep 20, 2012 5:19 AM
39	We did not have developing teachers. We will be happy with effective. It's amazing that 800 million dollars has been spent on this endeavor when the results showed a perfect bell curve of results.	Sep 20, 2012 5:10 AM
40	14	Sep 20, 2012 4:54 AM
41	14	Sep 20, 2012 4:43 AM
42	Haven't used the APPR yet	Sep 20, 2012 4:43 AM
43	12	Sep 20, 2012 4:42 AM
44	4	Sep 20, 2012 4:40 AM
45	7	Sep 20, 2012 4:38 AM
46	12	Sep 20, 2012 4:35 AM
47	0	Sep 20, 2012 4:35 AM
48	10	Sep 20, 2012 4:34 AM
49	28	Sep 20, 2012 4:33 AM
50	8 (I should have had 14)	Sep 20, 2012 4:30 AM
51	4	Sep 20, 2012 4:29 AM
52	8	Sep 20, 2012 4:28 AM
53	13	Sep 20, 2012 4:25 AM

**Page 2, Q6. How many of your teachers received a growth score?**

54	4	Sep 20, 2012 4:18 AM
55	7	Sep 20, 2012 4:12 AM
56	5	Sep 20, 2012 4:11 AM
57	27	Sep 19, 2012 11:57 AM
58	7	Sep 19, 2012 7:39 AM
59	8	Sep 19, 2012 7:06 AM
60	0	Sep 19, 2012 6:21 AM
61	20	Sep 19, 2012 4:52 AM
62	The teacher was out for half the year and a sub was in the rest. In another case the same thing occurred and that teacher got the highest effective rating in the school. I have no idea why or what to say to these teachers about it.	Sep 18, 2012 12:31 PM
63	N/A	Sep 18, 2012 9:49 AM
64	All, 50.	Sep 18, 2012 9:23 AM
65	None to this point.	Sep 18, 2012 8:28 AM
66	0	Sep 18, 2012 7:17 AM
67	0	Sep 18, 2012 6:43 AM
68	35	Sep 18, 2012 5:11 AM
69	6	Sep 17, 2012 6:25 PM
70	six	Sep 17, 2012 5:31 PM
71	8	Sep 17, 2012 2:27 PM
72	scores not yet received.	Sep 17, 2012 9:46 AM
73	7	Sep 17, 2012 8:56 AM
74	7	Sep 17, 2012 8:13 AM
75	16	Sep 17, 2012 7:32 AM
76	all of us. some changed by teacher complaint. not unity among principals evaluations.	Sep 17, 2012 7:25 AM
77	3	Sep 17, 2012 7:24 AM
78	6	Sep 17, 2012 6:16 AM
79	6	Sep 17, 2012 6:08 AM

**Page 2, Q6. How many of your teachers received a growth score?**

80	0	Sep 17, 2012 5:38 AM
81	8	Sep 17, 2012 5:20 AM
82	8	Sep 17, 2012 4:50 AM
83	2	Sep 16, 2012 6:54 PM
84	12	Sep 16, 2012 4:07 PM
85	8	Sep 16, 2012 1:17 PM
86	We are just beginning the process of this evaluation. So I cannot answer this question.	Sep 16, 2012 8:59 AM
87	Approximately 40 for grades 4-8. I don't know about high school.	Sep 16, 2012 8:51 AM
88	Eight	Sep 16, 2012 8:34 AM
89	I do not know.	Sep 16, 2012 6:47 AM
90	12	Sep 16, 2012 5:51 AM
91	10	Sep 16, 2012 5:35 AM
92	13	Sep 15, 2012 7:36 PM
93	6	Sep 15, 2012 6:50 PM
94	7	Sep 15, 2012 5:30 PM
95	55	Sep 15, 2012 5:01 PM
96	18	Sep 15, 2012 1:28 PM
97	8	Sep 15, 2012 1:01 PM
98	Two teachers.	Sep 15, 2012 12:50 PM
99	6	Sep 15, 2012 9:45 AM
100	10	Sep 15, 2012 9:21 AM
101	6	Sep 15, 2012 9:02 AM
102	28	Sep 15, 2012 8:31 AM
103	0- I believe due to the grade 2-3 building.	Sep 15, 2012 7:48 AM
104	district- 26	Sep 15, 2012 7:17 AM
105	3	Sep 15, 2012 7:08 AM
106	30	Sep 15, 2012 6:37 AM

**Page 2, Q6. How many of your teachers received a growth score?**

107	12	Sep 15, 2012 6:23 AM
108	28	Sep 15, 2012 6:22 AM
109	28	Sep 15, 2012 6:10 AM
110	none	Sep 15, 2012 5:50 AM
111	7	Sep 14, 2012 6:36 PM
112	16	Sep 14, 2012 5:19 PM
113	25	Sep 14, 2012 5:01 PM
114	None we are K-3	Sep 14, 2012 4:39 PM
115	0	Sep 14, 2012 4:26 PM
116	7	Sep 14, 2012 4:23 PM
117	6	Sep 14, 2012 10:11 AM
118	NA. I am basing this on data for 4-6 teachers in my district.	Sep 14, 2012 10:02 AM
119	16	Sep 14, 2012 9:40 AM
120	0	Sep 14, 2012 12:32 AM
121	11	Sep 13, 2012 6:35 PM
122	11	Sep 13, 2012 6:34 PM
123	8	Sep 13, 2012 6:09 PM
124	5	Sep 13, 2012 5:12 PM
125	8	Sep 13, 2012 4:29 PM
126	10	Sep 13, 2012 3:19 PM
127	6	Sep 13, 2012 2:46 PM
128	Seven	Sep 13, 2012 2:06 PM
129	9	Sep 13, 2012 1:32 PM
130	11	Sep 13, 2012 1:19 PM
131	8	Sep 13, 2012 1:09 PM
132	almost all	Sep 13, 2012 1:00 PM
133	10	Sep 13, 2012 12:39 PM

**Page 2, Q6. How many of your teachers received a growth score?**

134	2	Sep 13, 2012 12:30 PM
135	8	Sep 13, 2012 11:53 AM
136	0	Sep 13, 2012 11:53 AM
137	0	Sep 13, 2012 11:47 AM
138	6	Sep 13, 2012 11:41 AM
139	9	Sep 13, 2012 11:29 AM
140	none	Sep 13, 2012 11:20 AM
141	17	Sep 13, 2012 11:14 AM
142	N/A	Sep 13, 2012 11:09 AM
143	4	Sep 13, 2012 11:06 AM
144	15	Sep 13, 2012 11:05 AM
145	none	Sep 13, 2012 10:48 AM
146	0	Sep 13, 2012 10:46 AM
147	8 teachers	Sep 13, 2012 10:40 AM
148	None	Sep 13, 2012 10:30 AM
149	two	Sep 13, 2012 10:29 AM
150	12	Sep 13, 2012 10:12 AM
151	0	Sep 13, 2012 10:12 AM
152	25	Sep 13, 2012 10:03 AM
153	20	Sep 13, 2012 9:59 AM
154	9	Sep 13, 2012 9:50 AM
155	None	Sep 13, 2012 9:38 AM
156	8	Sep 13, 2012 9:09 AM
157	16	Sep 13, 2012 9:09 AM
158	10	Sep 13, 2012 9:08 AM
159	1	Sep 13, 2012 9:04 AM
160	one	Sep 13, 2012 9:03 AM

**Page 2, Q6. How many of your teachers received a growth score?**

161	8	Sep 13, 2012 9:02 AM
162	10	Sep 13, 2012 9:00 AM
163	10	Sep 13, 2012 8:56 AM
164	5	Sep 13, 2012 8:54 AM
165	7	Sep 13, 2012 8:52 AM
166	10	Sep 13, 2012 8:51 AM
167	18	Sep 13, 2012 8:47 AM
168	Six.	Sep 13, 2012 8:43 AM
169	1	Sep 13, 2012 8:41 AM
170	7	Sep 13, 2012 8:40 AM
171	7	Sep 13, 2012 8:35 AM
172	0	Sep 13, 2012 8:34 AM
173	ten	Sep 13, 2012 8:32 AM
174	10	Sep 13, 2012 8:31 AM
175	15	Sep 13, 2012 8:26 AM
176	12	Sep 13, 2012 8:24 AM
177	six	Sep 13, 2012 8:23 AM
178	1	Sep 13, 2012 8:22 AM
179	9	Sep 13, 2012 8:21 AM
180	14	Sep 13, 2012 8:19 AM
181	Eight	Sep 13, 2012 8:18 AM
182	6	Sep 13, 2012 8:18 AM
183	4	Sep 13, 2012 8:15 AM
184	none as of yet	Sep 13, 2012 8:15 AM
185	12	Sep 13, 2012 8:14 AM
186	30	Sep 13, 2012 8:14 AM
187	7	Sep 13, 2012 8:14 AM

**Page 2, Q6. How many of your teachers received a growth score?**

188	19	Sep 13, 2012 8:13 AM
189	0	Sep 13, 2012 8:10 AM
190	Eight	Sep 13, 2012 8:10 AM
191	@ 65	Sep 13, 2012 8:09 AM
192	4	Sep 13, 2012 8:08 AM
193	10	Sep 13, 2012 8:06 AM
194	4	Sep 13, 2012 8:06 AM
195	30+	Sep 13, 2012 5:45 AM
196	6	Sep 12, 2012 12:39 PM
197	25	Sep 12, 2012 11:58 AM
198	10	Sep 12, 2012 5:52 AM
199	6	Sep 11, 2012 3:04 PM
200	10	Sep 11, 2012 10:41 AM
201	0	Sep 11, 2012 7:14 AM
202	9	Sep 10, 2012 4:21 PM
203	8	Sep 10, 2012 12:37 PM
204	6	Sep 10, 2012 11:52 AM
205	18	Sep 10, 2012 11:35 AM
206	None	Sep 10, 2012 10:51 AM
207	13	Sep 10, 2012 9:53 AM
208	0	Sep 10, 2012 9:26 AM
209	0	Sep 10, 2012 8:26 AM
210	17	Sep 10, 2012 8:15 AM
211	25	Sep 10, 2012 7:41 AM
212	not counting for us this year	Sep 10, 2012 7:40 AM
213	all	Sep 10, 2012 6:27 AM
214	not distributed yet	Sep 10, 2012 6:17 AM



**Page 2, Q6. How many of your teachers received a growth score?**

215	4	Sep 10, 2012 5:19 AM
216	Did not receive scores on any teachers yet	Sep 10, 2012 5:05 AM
217	0	Sep 10, 2012 4:55 AM
218	12	Sep 10, 2012 4:52 AM
219	9	Sep 10, 2012 4:34 AM
220	19	Sep 10, 2012 4:17 AM
221	7	Sep 10, 2012 4:11 AM
222	6	Sep 9, 2012 6:45 PM
223	About 1/2	Sep 9, 2012 6:42 PM
224	11	Sep 9, 2012 6:20 PM
225	Seven	Sep 9, 2012 6:16 PM
226	31	Sep 9, 2012 6:04 PM
227	Overall results have to been shared by superintendent.	Sep 9, 2012 4:34 PM
228	8	Sep 9, 2012 4:22 PM
229	12	Sep 9, 2012 4:21 PM
230	7	Sep 9, 2012 3:55 PM
231	5	Sep 9, 2012 3:41 PM
232	Approx. 35	Sep 9, 2012 2:21 PM
233	0	Sep 9, 2012 2:11 PM
234	35	Sep 9, 2012 2:11 PM
235	Over 20	Sep 9, 2012 12:50 PM
236	9	Sep 8, 2012 7:13 PM
237	25	Sep 8, 2012 7:05 PM
238	12	Sep 8, 2012 6:58 PM
239	5	Sep 8, 2012 1:37 PM
240	n/a	Sep 8, 2012 8:05 AM
241	N/A	Sep 7, 2012 3:14 PM

**Page 2, Q6. How many of your teachers received a growth score?**

242	8 out of 8	Sep 7, 2012 1:18 PM
243	10	Sep 7, 2012 6:51 AM
244	n/a	Sep 7, 2012 6:32 AM
245	6	Sep 7, 2012 5:51 AM
246	10	Sep 7, 2012 5:20 AM
247	5	Sep 7, 2012 4:43 AM
248	40	Sep 7, 2012 4:30 AM
249	14	Sep 6, 2012 6:51 PM
250	5	Sep 6, 2012 2:52 PM
251	8	Sep 6, 2012 1:54 PM
252	4	Sep 6, 2012 1:49 PM
253	15	Sep 6, 2012 1:10 PM
254	8	Sep 6, 2012 11:03 AM
255	21	Sep 6, 2012 10:23 AM
256	25	Sep 6, 2012 9:53 AM
257	32 teachers	Sep 6, 2012 9:02 AM
258	5	Sep 6, 2012 8:47 AM
259	7	Sep 6, 2012 8:21 AM
260	6	Sep 6, 2012 8:06 AM
261	2	Sep 6, 2012 8:05 AM
262	7	Sep 6, 2012 7:15 AM
263	Not negotiated as of yet	Sep 6, 2012 6:48 AM
264	5	Sep 6, 2012 6:20 AM
265	9	Sep 6, 2012 5:52 AM
266	none, high school	Sep 6, 2012 5:16 AM
267	eight	Sep 6, 2012 4:17 AM
268	15%	Sep 6, 2012 4:14 AM

**Page 2, Q6. How many of your teachers received a growth score?**

269	0- My school is K-1	Sep 6, 2012 3:12 AM
270	11 of 25	Sep 5, 2012 8:03 PM
271	12	Sep 5, 2012 7:58 PM
272	9	Sep 5, 2012 7:45 PM
273	None yet.	Sep 5, 2012 7:14 PM
274	20	Sep 5, 2012 6:42 PM
275	12	Sep 5, 2012 6:41 PM
276	15	Sep 5, 2012 6:38 PM
277	Three	Sep 5, 2012 6:37 PM
278	20	Sep 5, 2012 6:37 PM
279	25	Sep 5, 2012 6:33 PM
280	4	Sep 5, 2012 6:28 PM
281	0	Sep 5, 2012 6:27 PM
282	9	Sep 5, 2012 6:21 PM
283	approximately 12	Sep 5, 2012 6:20 PM
284	10	Sep 5, 2012 6:19 PM
285	6	Sep 5, 2012 6:08 PM
286	11	Sep 5, 2012 5:59 PM
287	5	Sep 5, 2012 5:42 PM
288	2	Sep 5, 2012 4:34 PM
289	n/a	Sep 5, 2012 4:29 PM
290	As I complete this, I am not sure.	Sep 5, 2012 2:44 PM
291	3	Sep 5, 2012 2:30 PM
292	9	Sep 5, 2012 2:03 PM
293	24	Sep 5, 2012 1:56 PM
294	15	Sep 5, 2012 1:40 PM
295	8	Sep 5, 2012 1:40 PM

**Page 2, Q6. How many of your teachers received a growth score?**

296	90%	Sep 5, 2012 1:35 PM
297	Hard to say without knowledge of algorithm.	Sep 5, 2012 1:33 PM
298	50%	Sep 5, 2012 1:27 PM
299	0	Sep 5, 2012 1:18 PM
300	9	Sep 5, 2012 12:56 PM
301	6	Sep 5, 2012 12:37 PM
302	12	Sep 5, 2012 12:35 PM
303	3	Sep 5, 2012 12:33 PM
304	4	Sep 5, 2012 11:57 AM
305	NA	Sep 5, 2012 11:53 AM
306	all	Sep 5, 2012 11:27 AM
307	12	Sep 5, 2012 11:22 AM
308	7	Sep 5, 2012 10:37 AM
309	12	Sep 5, 2012 10:36 AM
310	18	Sep 5, 2012 10:25 AM
311	None yet, but about half will	Sep 5, 2012 10:08 AM
312	9	Sep 5, 2012 10:02 AM
313	23	Sep 5, 2012 9:47 AM
314	20	Sep 5, 2012 9:35 AM
315	11	Sep 5, 2012 9:24 AM
316	15	Sep 5, 2012 9:16 AM
317	14	Sep 5, 2012 9:13 AM
318	9	Sep 5, 2012 8:56 AM
319	0	Sep 5, 2012 8:45 AM
320	6	Sep 5, 2012 8:45 AM
321	13	Sep 5, 2012 8:44 AM
322	28	Sep 5, 2012 8:39 AM

**Page 2, Q6. How many of your teachers received a growth score?**

323	3	Sep 5, 2012 8:10 AM
324	46	Sep 5, 2012 8:04 AM
325	6	Sep 5, 2012 7:46 AM
326	10	Sep 5, 2012 7:43 AM
327	10	Sep 5, 2012 7:39 AM
328	8	Sep 5, 2012 7:37 AM
329	18	Sep 5, 2012 7:32 AM
330	28	Sep 5, 2012 7:29 AM
331	10	Sep 5, 2012 7:23 AM
332	11	Sep 5, 2012 7:16 AM
333	10	Sep 5, 2012 7:16 AM
334	7 out of 43	Sep 5, 2012 7:09 AM
335	12	Sep 5, 2012 7:06 AM
336	8	Sep 5, 2012 7:02 AM
337	none	Sep 5, 2012 7:00 AM
338	Four	Sep 5, 2012 6:54 AM
339	6	Sep 5, 2012 6:52 AM
340	5	Sep 5, 2012 6:45 AM
341	5	Sep 5, 2012 6:35 AM
342	13/108	Sep 5, 2012 6:20 AM
343	4	Sep 5, 2012 6:20 AM
344	8	Sep 5, 2012 6:19 AM
345	7	Sep 5, 2012 6:16 AM
346	14	Sep 5, 2012 6:15 AM
347	approximately 16	Sep 5, 2012 6:14 AM
348	18	Sep 5, 2012 6:14 AM
349	only one in this range....all others were effective...	Sep 5, 2012 6:13 AM

**Page 2, Q6. How many of your teachers received a growth score?**

350	8	Sep 5, 2012 6:11 AM
351	15	Sep 5, 2012 6:10 AM
352	1p	Sep 5, 2012 6:06 AM
353	12	Sep 5, 2012 6:02 AM
354	8	Sep 5, 2012 6:02 AM
355	12	Sep 5, 2012 5:58 AM
356	30	Sep 5, 2012 5:57 AM
357	Six Teachers	Sep 5, 2012 5:53 AM
358	9 (4th and 5th grade teachers only)	Sep 5, 2012 5:51 AM
359	15%	Sep 5, 2012 5:48 AM
360	18	Sep 5, 2012 5:45 AM
361	6	Sep 5, 2012 5:43 AM
362	24	Sep 5, 2012 5:42 AM
363	7	Sep 5, 2012 5:39 AM
364	19	Sep 5, 2012 5:39 AM
365	13	Sep 5, 2012 5:39 AM
366	18	Sep 5, 2012 5:39 AM
367	0	Sep 5, 2012 5:37 AM
368	14	Sep 5, 2012 5:37 AM
369	Appx. 15	Sep 5, 2012 5:37 AM
370	10	Sep 5, 2012 5:37 AM
371	4	Sep 5, 2012 5:36 AM
372	6	Sep 5, 2012 5:36 AM
373	5	Sep 5, 2012 5:35 AM
374	8	Sep 5, 2012 5:35 AM
375	9	Sep 5, 2012 5:35 AM
376	5	Sep 5, 2012 5:30 AM

**Page 2, Q6. How many of your teachers received a growth score?**

377	0	Sep 5, 2012 5:28 AM
378	6	Sep 5, 2012 5:27 AM
379	6	Sep 5, 2012 5:25 AM
380	14	Sep 5, 2012 5:25 AM
381	12	Sep 5, 2012 5:24 AM





**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

1	although we need to imprve teacher evaluation procedures, the current APPR route has many flaws and does not promote a positive climate or motivation for teachers or administrators; this will be my first year having to implement AP{PR as my school does not have grades testssd by the state	Sep 21, 2012 3:05 PM
2	A number of teachers were unable to access the class lists for verification prior to the scores being released. The socres were not accurate based on the assessment results. Great concerns with accuracy of the information inputted and outputted for the production of the scores.	Sep 21, 2012 1:17 PM
3	It is intrusive, cumbersome, and counterproductive. Evaluation and improvement are part of a building system with relationship at the core. A school is not a maching or a corporation and shouldn't be governed as if it were.	Sep 21, 2012 9:43 AM
4	An unbelievable waste of time....change the law so principals have the ability to easily fire the very poor teachers and let the rest teach rather than spend their time writing SLOs and stressing about flawed assessments...	Sep 21, 2012 7:38 AM
5	It is divisive and almost a colassal waste of time	Sep 20, 2012 11:43 AM
6	I felt the old narrative format I used for giving feedback to teachers was more specific and informative.	Sep 20, 2012 10:31 AM
7	This was a rushed, poorly developed system that lacks an understanding of education. The "reformers" and NYSED focus their efforts on revamping a flawed system and replacing it with another flawed system. As attention is given to Finland, American education reformers fail to recognize the Finnish recommendations. Academic improvement lies in trust of educators and a deep understanding of the content. NYSED continues to send a clear message: those making the decisions do not trust educators and our reform agenda will focus on test preparation.	Sep 20, 2012 10:31 AM
8	One developing teacher was rated with all effective and ineffective by me. 1 of my teachers with the effective score was developing in my assessment.	Sep 20, 2012 8:58 AM
9	Our growth scores for last year did not count as we had not negotiated our APPR agreement. It is worrisome that professionals' careers can be ruined based on limited data based on tests that have had issues.	Sep 20, 2012 8:29 AM
10	Just stop making unrealistic demands of teachers and principals, and not holding ALL school personnel accountable. To use the 20% testing as a way to rate effectiveness depite all that is done otherwise, is the same as saying, stop doing quality teaching and just focus on the tests and dotting the I's and crossing the T's. Better to go around to schools to "see" what is happening on a regular basis, and to see what some of our schools have to deal with, without proper supports.	Sep 20, 2012 8:11 AM
11	The process in our district is becoming prohibitive with the amount of paperwork. My biggest concern is the linkage of student scores to teachers' ratings.	Sep 20, 2012 8:09 AM
12	This entire process is a fiasco! I have been in education for 34 years and I find most aspects of the APPR process insulting, degrading, limiting, and	Sep 20, 2012 7:19 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

intimidating. I have seen many educational initiatives come and go. I was a staff developer when the Regents developed the Compact for Learning; I was an administrator in training who developed a Multi-District Goals 2000 plan to introduce technology to students in core curriculum disciplines. These were ambitious and scary for teachers and administrators alike. Never have I seen teacher and administrator morale so low, it is an insulting notion that Principals are held accountable for the teachers' scores and could face dismissal or be forced to retire if the teachers do not perform as expected. New York State is spending tons of money on Professional Development for a plan that is at least naive, at most, controlling and a return to the kind of top down management that brought about so much unrest in the educational field during the past decades. These are students, not widgets...and the quality inspection is flawed.

13	Not sure the APPR process truly measures a teacher's effectiveness in the classroom. Our school traditionally performs @ a high level on NYS assessments yet not one teacher was rated highly effective	Sep 20, 2012 7:03 AM
14	Despite the fact that our students scored at or near the top of all 13 schools in our county, 4 of 8 teachers scored received a growth score at the low end (9 - 11) of the effective range. I can only imagine what the scores were in other districts. The growth scores appear to be skewed unreasonably low. This APPR system is an attempt by politicians to blame education for their ineffectiveness. It's a joke!	Sep 20, 2012 6:53 AM
15	I understand that the goal is to improve instruction and in so doing improve student achievement. Much of the new APPR is a numbers game that has nothing to do with what is good for our students. I am concerned about the time being spent on the pre and post assessments.	Sep 20, 2012 6:38 AM
16	No matter if a teacher is given 60 out of 60pts locally they will never be effective if their test scores show limited or no growth. It is still all about the test scores.	Sep 20, 2012 6:33 AM
17	Teachers worked extremely hard all year. It was disappointing to receive such scores when our students showed overall growth socially, emotionally and academically. A number score does not show what a teacher does!	Sep 20, 2012 6:20 AM
18	Too early to complete survey	Sep 20, 2012 6:17 AM
19	After 32 years in the business, this is by far the worst educational "innovation" I have witnessed. They have this one very wrong.	Sep 20, 2012 6:15 AM
20	The entire APPR process and the way it is being rolled (steam rolled) out is a disaster.	Sep 20, 2012 6:03 AM
21	Working in a school district with a high school designated as a Highest Performing School and a Blue Ribbon Elementary school I find the time and energy directed to APPR rather than on continuing with effective instructional practices a misdirection of efforts. A simple waiver for school districts that are performing above state expectations would have avoided this issue.	Sep 20, 2012 5:50 AM
22	I am very concerned about the fiction the state is operating under that equates the state growth score to scores derived from SLOs. This is an area that will	Sep 20, 2012 5:40 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

	cause a great deal of disruption and dissent among teachers of different levels and content areas. I anticipate lawsuits and challenges that will continue to distract from important work.	
23	I have been the high school principal of a high performing school for the past eight years. I am extremely worried about being able to fit in all of the requirements of the APPR on behalf of my teachers. The amount of observations that I must conduct has more than doubled. I will know better at the end of the school year if this is even manageable.	Sep 20, 2012 5:38 AM
24	Great results, without appropriate time to manage and complete.	Sep 20, 2012 5:19 AM
25	We need consistent data and the assessments have changed each of the last three years.	Sep 20, 2012 5:14 AM
26	What makes sense to me: Accountability for what we do to educate kids. Having a common core curriculum. Using data to drive instruction. Responding to the needs of the millennial kid. What doesn't make sense: Being forced to do it all at once. People seem so concerned about what should be in their evidence binder, that I think it is detracting from the reason we are really here. Using the test to determine the score. There are major issues with the test- its duration, its parameters, the fact that we cannot see the test, THE EMBEDDED FIELD TEST ITEMS ARE A MAJOR ISSUE	Sep 20, 2012 5:04 AM
27	I think that APPR being rolled out alongside changes with Common Core is an example of biting off way more than one can chew. If Common Core was a sole focus, the teaching and learning could truly thrive.	Sep 20, 2012 4:54 AM
28	Administrators need to be supported in districts with students that have additional needs; time is a critical resource. In settings where students require intensive supports and interventions, administrators can be stretched beyond capacity.	Sep 20, 2012 4:43 AM
29	The concept is good but the total score received from the bands can be inaccurate. Dependent upon what was negotiated a teacher or principal can be effective in Growth, Other Local Measures and the Other 60% and still come out ineffective or developing and be required to be on an improvement plan.	Sep 20, 2012 4:43 AM
30	The APPR was rolled out much too quickly, with very limited time for all parties to fully develop an evaluation system that didn't have more questions than answers. The whole concept of tying performance to scores is outrageous, especially since there are variables beyond all our controls that affect student performance.	Sep 20, 2012 4:43 AM
31	The new APPR only adds more stress and work to an already challenging profession.	Sep 20, 2012 4:42 AM
32	SED needs to get a grip. We are going to be testing the kids so much and in so many subjects at elementary the kids heads are going to spin.	Sep 20, 2012 4:40 AM
33	There were a few instances where the success of the class as a whole on the NYS tests did not match the teacher growth scores. For example, I had a	Sep 20, 2012 4:38 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

	teacher with an Effective range rating, but the class was nearly the lowest in our BOCES district for students scoring 3 and 4.	
34	It will take be about 8 hours per teacher to observe, conference and document all that is needed for APPR - times about 45 teachers, that is 2 full months of school! How is that good for instruction?	Sep 20, 2012 4:33 AM
35	The biggest concern for me and my colleagues in the Auburn district is the time this will demand in the midst of so much other work with students, families, increased DASA-generated investigative time, etc.	Sep 20, 2012 4:29 AM
36	I had one teacher in the developing range (score of 8) and that teacher probably should have received that score. on the other hand, another teacher who has consistently received high levels of achievement when proficiency was the benchmark received a low effective score of 9. This was surprising.	Sep 20, 2012 4:25 AM
37	I'm supportive with many concerns. I think this can become an effective way to clinically assess teacher effectiveness. I dont' think it considers the intangibles of teaching that make a teacher effective. I think it's moving too fast.	Sep 20, 2012 4:18 AM
38	too much admin time/too much t fear// we do not grow from fear.. all become numbers..where is the heart which brought us to this profession to begin with???	Sep 19, 2012 12:46 PM
39	Standardized tests were designed to assess student learning not evaluate teacher effectiveness. The 35% margin of error is unreasonable. There are many other ways to evaluate teacher performance that don't rely on a 100 year old strategy that narrows the curriculum and takes critical time away from actual teaching in order to focus on training for the tests. This strategy is uninformed, short sighted, and maximizes profits for testing and textbook companies as well as the data keepers. The State of NY must speak with educators and stop relying on the business world to develop its model for school reform.	Sep 19, 2012 9:43 AM
40	Supportive w/ concerns would best describe my reaction. There are many components that still need to be ironed out.	Sep 19, 2012 7:39 AM
41	I understand the purpose, but wish I had more time to implement the process. This would help train both administrators and teachers and ease their fears from not understanding it comepletly.	Sep 19, 2012 7:06 AM
42	Test scores do not accurately measure teacher effectives and certainly not the way the state intends to use them with APPR.	Sep 19, 2012 6:21 AM
43	There is too much of a rush to put in place a system that is inherently flawed.	Sep 19, 2012 4:52 AM
44	For years we have promoted PLC teacher teams..this whole APPR process is making teachers not want to work together. Teaching to the test will now be test pre on steriods.	Sep 18, 2012 12:31 PM
45	I am all for any improvement but to have teachers or admin loose jobs based on test scores in insane. Buildings and schools have so many uncontrollable factors which impact education. Impacting livelyhood is just wrong.	Sep 18, 2012 9:49 AM
46	The staff is fearful, concerned and complaining about many issues.	Sep 18, 2012 9:23 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

47	I am reluctant to comment on the value of growth scores given the attack on teachers.	Sep 18, 2012 8:28 AM
48	This entire system is designed to create chaos in the school system and guarantee failure on a multiple of fronts. This will generate even more useless legislation and regulations which will only serve to create more system failure. It was put in place to cause high pay, veteran Principals and teachers to leave the profession early. It's designed to keep new teachers entering the field below step 10 thus holding down payroll. It's also opening the door for the nationalization of the school system. A bad thing. This Principal is opposed to the new APPR as are 99% of my colleagues.	Sep 18, 2012 7:17 AM
49	I am a high school principal and my concerns have to do with the absurdity of the validity of this testing for the HS teachers who are creating pre-test and will have to come up with a SLO which will give them their state growth score. This is so time consuming, put the test into Edocrina (should have bought stock in- darn) and then valuable time away from teacher planning and teaching to administer. Instead of researching better instructional strategies we are wasting time.	Sep 18, 2012 6:43 AM
50	The new APPR regulations will create a great deal of work without the desired impact	Sep 18, 2012 5:11 AM
51	Is this a teacher improvement tool or an "I gotcha". Despite all that is said, it appears to be more the latter.	Sep 17, 2012 2:27 PM
52	an awful lot of work and non-instructional use of time for teachers who already get good test scores and we know are effective and growing	Sep 17, 2012 8:56 AM
53	The data process that is a part of the APPR evaluation I believe will be an important tool in raising the standard for teaching and learning. The NY State assessments are not the most effective way to determine the quality of teaching.	Sep 17, 2012 8:13 AM
54	Teaching is an art. Who has rated the growth of Renoir or Debussy over the course of his career? Believing in only that which is evident betrays a close-mindedness. The APPR process does not address my ultimate goal: to guide students toward self-actualization.	Sep 17, 2012 7:34 AM
55	It is not a reliable or valid way to evaluate teachers.	Sep 17, 2012 7:32 AM
56	TERRIBLE morale problem added to an already weary faculty from past super' ineffectiveness. to put down domain 4 "extras that we do" is a slam on teachers in general. Listing the good we do outside the classroom is demoralizing. Prior knowledge of all teacher has done with student(s) is only noted if teacher "lists" it--a good observation could tell that just by getting the "feel" of the classroom environment. APPR limits (as do all the testing we do for Fed and NYS) our curriculums to a general ed type and not what our strengths might be in teaching curriculum. TOO much paper work for the evaluations versus time spent in school to develop superior lessons.	Sep 17, 2012 7:25 AM
57	The APPR process is perhaps one of the worst conceived "reforms" in the history of education. Ironically, its implementation has been even worse than its conceptual framework. In spite of the obvious issues that have been clearly	Sep 17, 2012 5:38 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

presented to those with the power to change the course of this process, it has fallen on deaf ears. If I was a conspiracy theorist I would believe that the plan is designed to make Public Ed. fail so that the government can get on with the business of endorsing private schools...

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|----|---|----------------------|
| 58 | I believe that no one has a problem with being accountable. Unfortunately, the APPR system being implemented in punitive and currently there are more questions than answers. If we expect teachers to model best practices then our evaluation system should be taught and implemented using best practices. With more questions than answers it's impossible to model what we expect of our staff.  | Sep 16, 2012 5:39 PM |
| 59 | Using a growth model will ultimately communicate to BOE's, central offices, and the public that reforming obsolete practices takes a bit more time. Districts must make a commitment to support teachers who truly are effective, but have been poorly advised, spottily trained in current pedagogy, and caught in an us versus them scenario publicly. The media needs to make a concerted effort to exhibit support as well. Public humiliation will kill the philosophically sound precepts of using a growth model - not just for the state assessments, but for local assessments AND formative assessments in classrooms. The power of student work and performance MUST be viewed as the key to any reform agenda. Pre and post testing, apples to apples comparison, authentic platforms for students for disabilities, and speaking data-ease are essential talking AND learning points for teachers. Too many years have been wasted, poor practices have been accepted - the right steps are being taken, but I wish the timing was better. | Sep 16, 2012 4:07 PM |
| 60 | I find very little value in having teachers rated by student performance on tests especially if the tests are flawed. There is so much more to teaching the whole child. Our past successes have evolved from a compilation of research based decisions that promote student growth intellectually, emotionally and socially. This whole process has already begun to undermine our programs that students have prospered in for many years. It is going to foster adversarial attitude and weaken collaboration.   | Sep 16, 2012 2:39 PM |
| 61 | My concern lies with those teachers who teach in populations where the results are already high and growth is minimal because of this - they are falling in developing and effective range - some should be highly effective but growth is not seen as the performance levels are already high...   | Sep 16, 2012 1:17 PM |
| 62 | We are just beginning the process of this evaluation. So I cannot answer this question.   | Sep 16, 2012 8:59 AM |
| 63 | I allow that the process is new and that we have yet to experience the promise of full implementation. Nevertheless, when our top leaders in state government themselves cannot espouse to have public school education experience, when there appears to be a political agenda to undermine our democratic public school system in favor of for profit charter schools that create and sustain economic class/discrimination- then the state education department can expect a culture of mistrust and apprehension to continue. The effort to promote data based decision making training is outstanding- I applaud and am heartily enaged in this work at my building. The effort to push rubrics to give administrators and teachers a clearer understanding of how to describe our performance is a much   | Sep 16, 2012 8:34 AM |



**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

welcome effort. The availability of growth scores and the support of the creation of assessments to create student learning objectives would have been a welcome tool for schools to use ourselves at the local level. There are few of us in this profession that want nothing but to be highly effective in our vocations. Instead of embracing these tools as something that can help us uncover how we can become more highly effective- learning what information it can provide and what it cannot- including the limits- we instead are isolated- looking forward to public censure based on a statistical process we have not learned to trust. We are not manufacturing TV's.

64	Teachers are confused and angry	Sep 16, 2012 5:51 AM
65	APPR is a political response to a complex problem. It will cause serious damage to schools	Sep 16, 2012 5:35 AM
66	The highest ratings were from the teachers with the narrowest curriculum and traditional teaching style. The more progressive teachers who differentiate instruction and include relevant, meaningful lessons were rated lower.	Sep 15, 2012 5:30 PM
67	This process is counter productive to our wrk with children. There is not enough time to have officially recorded conversations with teachers. This process assumes that we have to have someone who has never worked day in and day out in a school setting. The assessments are written at one to two grade levels above the grade level being tested.	Sep 15, 2012 5:01 PM
68	This is a tremendous challenge to our leadership abilities as we will need to lead our buildings through a culture change while having to put at least 5 time the time and effort into the evaluation process. I meet all challenges with energy and optimism, but this one is a doosey.	Sep 15, 2012 1:01 PM
69	I believe that scores are not truly indicative of a teachers ability to teach children. The only outcome I see is teachers will begin to see children as liabilities to their success based on the model of evaluation through test scores. This evaluation process had no long term historical premise, It is limited to numbers only and not of the craft of teaching this serves big business, the testing companies- it does not serve to better educate children nor does it better evaluate teachers or principals. Our work is multidimensional it includes interpersonal successes that are not taken into account through these measures. Evaluation can be meaningful only if it is tied accurately to your work.	Sep 15, 2012 9:45 AM
70	There is no understanding of how NYS calculated teacher growth scores. Additionally, with the current APPR, you could be a school in good standing based on student proficiency and the principal/faculty within the school be rated ineffective/developing. There has not been a consistent standardized test (3-8 ELA, Math) used to measure student achievement due to the state changing the tests/cut scores over the past few years. The impact this coming school year on principals/teachers will be even greater due to the standardized tests being based on the New Common Core Standards and the NYS rushing all these changes out without proper planning on their part.	Sep 15, 2012 9:21 AM
71	There is gray at how the state determined the actual final score - hard to explain to a teacher when scoring is not black and white.	Sep 15, 2012 9:02 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

72	Some of my best teachers received developing or ineffective. This is crushing them and in no way will improve their personal performance. What happens when a school has 95 % proficient and does not improve? Suddenly we are ineffective. Ridiculous. The tests are not really reliable and yet careers depend upon that being highly effective in regards to test validity. Unless the tool is perfect, the results are flawed. This will set education backwards rather than be a tool for improvement. Why not change the laws and allow administrators to fire ineffective teachers?... the rest of this is a massive waste of time and effort- negatively affecting the real work at hand. No where do we address the needs of the learner. This will eventually become one of our legacies of stupidity...and yes, we are educators.	Sep 15, 2012 8:31 AM
73	I am seriously concerned that districts like mine with significant numbers of ELLs, Special education students and economically disadvantaged students will continue to have low student achievement scores using the measures the state approves. I am concerned that there is no mention of dual language and what a teacher who teaches Spanish literacy and math should do ....other than abandon the research based model for ELLs. I am concerned that teachers will become demoralized when they are given a number score that does not reflect their skill, dedication, and talent as educators. I am thinking that due to achievement scores even if I have all 60 points (which I expect I will)- I have a very good chance of being rated developing and put on a principal improvement plan....it seems ridiculous and punitive and not reflective of the work that my staff and I do. I am also concerned that the state believes it is good practice to make things up as they go along...need SLO clarification, pre assessment clarification, Common Core State Standards understanding for full implementation and yet....evaluated on under-developed initiatives.....????Seems crazy to me...????	Sep 15, 2012 7:48 AM
74	a good , effective teacher , one whose entire class received a 4 on the MS assessment, was considered developing	Sep 15, 2012 7:17 AM
75	Two teachers did not receive growth scores as they taught only 15 students for ELA and because of our departmentalization they do not teach math. The three teachers who did receive scores received scores of 8, 9, and 10 (1 developing and two at the low end of effective). Two of these teachers are among the finest teachers I have ever encountered - the 4th grade teacher had well over 50% of his students score 4 on the math exam and the other teacher has a self contained special education class containing children who have significant learning disabilities and are well below grade level. I know the value added score is supposed to compensate for ELL, SE, and ED students, but there is a wide spectrum of abilities within these categories as well! Our 6th grade had a total of 29 students and of that number, seven were from the SE class (almost 25%) and the regular ed classroom also had seven IEP students. That means just a little less than 50% of the class had learning disabilities! I'm also concerned about the school wide scores as many of the kids in our SE classrooms get bussed to our school from all over the district giving us a much higher percentage of special needs students than other schools in our district!	Sep 15, 2012 7:08 AM
76	I have some concerns with the testing used for the APPR. The state assessments in ELA and Math are given once in the spring. Students have barely time to recover from one test and are given another. I think it's unfair and	Sep 15, 2012 6:23 AM



**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

	unwise to base a teacher's performance on the basis of one test. - which many times may be flawed.	
77	Lack of clarity from the state as to how they were calculated.	Sep 15, 2012 6:22 AM
78	Growth scores were not received as of yet. The evaluation is a mechanism to turn tough urban schools upside down on a regular basis. Even schools on the move in a positive direction will lose staff out of fear, making consistency impossible. I have seen some teachers rated as developing or effective shift to highly effective depending on their school assignment. Then there are others that are clearly working with a student with more intensive needs shift from highly effective to ineffective.	Sep 15, 2012 5:50 AM
79	This whole thing is too soon, too fast, and too sloppy! Probably the most dangerous thing to come from Albany in my 28 years of administration.	Sep 14, 2012 6:06 PM
80	They are not a true reflection of the teacher's ability for teaching the classroom.	Sep 14, 2012 5:19 PM
81	I am concerned that I cannot, as a principal, detail the computation of a teacher's score computed by the state. When reviewing the 3020a process, having to defend a district assigned composite score, describing how a teacher that has 86% of his students scoring level 3's and 4's score a 13, I cannot, at this time, advocate for the process with confidence. How am I going to go back and share the VAM?	Sep 14, 2012 5:01 PM
82	I feel that the important and more individual needs of teachers and students are stifled by this rating system. Students, teachers and parents are feeling the stress and it shows in the conversations we have about teaching and learning. It is all about what you "got" not what you "learned".	Sep 14, 2012 4:28 PM
83	There are too many unanswered questions for this process to be an effective measure of teacher effectiveness. Good idea but not planned well enough for implementation that could pit teacher against teacher. Goes against the Dignity for All Act in my opinion.	Sep 14, 2012 10:11 AM
84	The new APPR process has caused excellent teachers to doubt their true ability and to become so anxious about their abilities and the potential for losing their jobs that the anxiety carries over to their students and causes them to score at a level lower than their true ability. Our scores have traditionally been exemplary and with the addition of this process they have become significantly lower. If the intention was to disable the educational system in NYS you have found the perfect tool with the new APPR.	Sep 14, 2012 8:29 AM
85	The work I am doing to meet the requirements of APPR does not reflect best practice for the needs of my students and staff.	Sep 14, 2012 4:38 AM
86	We have not been given scores and are still finalizing APPR plans with bargaining units.	Sep 14, 2012 12:32 AM
87	The process to arrive at scores is convoluted and I am not comfortable trusting the state to come up with range scores based on students averages across the state. In addition, the points added for ESL students does not make up for the	Sep 13, 2012 6:09 PM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

	huge disadvantage they face taking these tests.	
88	APPR stands for " A Pathetic Political Requirement" It is wasting valuable time and money. Ed Thompson Principal Smithtown High School East	Sep 13, 2012 5:31 PM
89	The amount of time spent on this is going to take away serious learning time from our students. We will be creating a group of wonderful test takers with no common sense or creativity.	Sep 13, 2012 5:12 PM
90	The Teachscape rubric is a positive component of the APPR process. The SLO and Local components are weak and don't reflect the highly qualified instruction. The scores for individual teachers related to test scores support a non-collaborative professional environment versus the collaborative professional environment (everyone taking the level of responsibility in educating OUR students.)	Sep 13, 2012 4:29 PM
91	The scores in many cases do not reflect the abilities both past and present of many of my teachers.	Sep 13, 2012 3:21 PM
92	This is creating unnecessary work, taking attention away from teaching, and too rushed.	Sep 13, 2012 3:06 PM
93	The scores did not come with much supporting data that could be used to assist student growth. It would have been helpful to have the score attached to the data so that it was clear how it all meted out.	Sep 13, 2012 2:06 PM
94	While I agree with several components of the APPR process, the process and outcome will not result in improved instruction the way it is being unfolded. It will not get the results the State is looking for and will make our jobs more difficult.	Sep 13, 2012 1:35 PM
95	I feel that I have very good teachers whose students received very good results on the ELA and Math assessments and their scores were in the low effective range. I know that the scores are based on individual student growth, but there appears to be some disconnect.	Sep 13, 2012 1:32 PM
96	The new APPR process has created anxiety and fear among educators. The scores demonstrate that there is a flaw in the evaluation system and does not account for factors that may impact a teacher's score. In addition, there has been very little guidance and or communication about the new APPR. District's vary in their approach, based on the approved list of APPRs on NYSED's website.	Sep 13, 2012 1:09 PM
97	the time that it is taking to roll this out in the day to day working of a school is outrageous and a waste of time. so many little questions and problems are arising that could not have been anticipated. Teacher attention is being diverted away from children and on to themselves and the system. I am very disappointed with how much time I am spending calculating scores and keeping records, versus running my school in other important ways.	Sep 13, 2012 11:53 AM
98	Is it just 4th and 5th grade teachers and their principals being held accountable? Not fair We are using the Danielson rubric which is very good and hold teachers accountable. This is the best part of APPR The all the SLO tests, along with the	Sep 13, 2012 11:29 AM

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	State tests technically valid? Enough so to determine someone's employment?	
99	Totally not appropriate! This whole process is full of errors and is not going to acheive the end results. If the public doesn't want tenure- then eliminate tenure. This is a huge burden to our students, teachers and administrators.	Sep 13, 2012 11:20 AM
100	This process is being rushed into place way too fast and not properly field tested for effectiveness and efficiency. We wouldn't lead a school or teach a classroom of students this way, so the process should be halted. I doubt very much that businesses or hospitals work in this manner.	Sep 13, 2012 11:14 AM
101	Historical data has shown that at least one teacher who performed well in the past on State Examinations and on School evaluations now presents as developing.	Sep 13, 2012 10:40 AM
102	The amount of truly countless time, energy, resources, and money spent to first create and then to try and recreate, and then try to complete, and then try to understand the hodgepodge of what has already become a complete mess is a horrific waste. Imagine if that effort was made truly to improve instruction! Imagine if the teachers and administrators of NYS had a strong hand in partnering that effort. Something great, worthy, and real could have been accomplished. And of course the Emperor is completely unwilling to admit that he has no clothes and struts around in this silly charade as if public education is really being improved. In truth it is being undermined and destroyed, as teacher morale is destroyed, as a bizarre and nonsensical evaluation system is forced down our throats, as standards are being lowered, and as the public trust in public education is destroyed.	Sep 13, 2012 10:34 AM
103	Have not used it yet to note how it will affect teachers	Sep 13, 2012 10:30 AM
104	The whole process is riddled with flaws. We are now testing students more than ever and wasting valuable class time on pretests in September. Paperwork, SED meddling, feeling of no voice. Long Island schools have superb results. Teacher are evaluated appropriately and effectively without this nonsense. Where were the state officials to watch this in action - visit a school and see the pretests and notice the waste of time, confusion and perplexed looks on students' faces and resources being wasted.	Sep 13, 2012 10:28 AM
105	We need haven't had enough time to understand the new process and plan how to implement.	Sep 13, 2012 10:12 AM
106	I believe this information (teachers/principal scores from previous years) has not been released to our staff as a way to ensure the adoption of the proposed APPR by the board without any significant opposition/discussion.	Sep 13, 2012 10:12 AM
107	Much valuable time and resources are being spent making sure that all mandates are being met. The stress level among professionals as a result of this paper dragon tornado is shifting the focus away from students and more toward teachers making sure they have all of their "stuff" and "evidence."	Sep 13, 2012 9:59 AM
108	We believe in the process of deata driven decisions and have been able to find certain ways to work within this system which does not really recognize the	Sep 13, 2012 9:38 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

	complexity of Special Act Schools. However, it has given my staff the opportunity to stretch and be more thoughtful practitioners and for that I am positive and confident in the overall intentions of the system.	
109	I estimate that with all of the pre, post regents, etc. that students will average being tested between 20-27 times this year, in addition to regular classroom assessments. This raises some obvious concerns.	Sep 13, 2012 9:34 AM
110	First year for K-3 is this year so unable to respond.	Sep 13, 2012 9:12 AM
111	I think the state has no concept of what goes on during a school day. I do believe in evaluations but this is far too dramatic. I only hope my whole day is not consumed with only APPR as I have parents to communicate with and children that I like to work with on a daily basis without a clip board in my hand.	Sep 13, 2012 9:09 AM
112	I am convinced the data from this will show what we already know. I have a couple of weak teachers who need greater support.	Sep 13, 2012 9:03 AM
113	Adjusted MGP will lead to more students being classified in Special Education. There seems to be a lack of correlation between teacher scores and overall performance.	Sep 13, 2012 9:02 AM
114	I believe the way the state is determining a student growth score is fair when being compared with other students who scored the same the previous year. I think what the scores don't take into consideration is if a teacher has some students with high management needs who are not receiving special education services. These kids can take away from instructional time that affects the entire class. They also don't take into consideration students who have some emotional concerns where their ability to focus and stay on task is an issue. It's a start, but I think we'd be better off if we were starting next year when everyone would be prepared for the entire APPR process.	Sep 13, 2012 9:00 AM
115	The information in the Growth Reports does not assist a teacher with knowing specifics about the students in their class and how each individual student grew. The individual information is much more meaningful in helping to inform instruction and bring students to higher levels of achievement.	Sep 13, 2012 8:56 AM
116	I am very concerned about the formula used to give the scores. For example, one teacher in my district had 52% of her students get 3's and 4's and she was rated Highly Effective. We had another teacher who had 88% get 3's and 4's who scored effective. While I understand the Growth concept, this concerns me!	Sep 13, 2012 8:52 AM
117	My concern with the construct of APPR is that the testing system is set up in such a way that when a score is given, there is limited opportunity for analysis of the test items so that instruction can improve. As educators we give tests to measure growth, examine the results and focus our instruction so that students learn. The state tests lack a viable means of item analysis and opportunity for improved and targeted instruction is significantly diminished.	Sep 13, 2012 8:51 AM
118	In high performing schools these tests truly don't differentiate for our high ability learners. Students don't buy in and therefore score a 95-100 on the Math Regents in June but a Level 3 on the NYS test or show no growth in scale	Sep 13, 2012 8:47 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

scores at Level 4

119	I believe each teacher and principal should have an Annual Professional Performance Review. Though student test scores can give you a range of where students are performing, I don't feel they should have the weight that the state has given them in evaluating individual teachers and administrators. There are also too many variables that can effect the growth scores based on the cohort group of students.	Sep 13, 2012 8:43 AM
120	one of my best teachers was rated developing because of the weird math they do for the growth score - she had the best overall testing results at that grade level yet her growth score showed developing - that doesn't make sense	Sep 13, 2012 8:40 AM
121	My best guess based on my knowledge of results would have been way off and not in the ballpark of many of the actual scores.	Sep 13, 2012 8:31 AM
122	No one in my school was evaluated with the new APPR, but from all that I have read and been told by colleagues who had to use it it will be a tremendously labor intensive tool and the State hasn't yet gotten their kinks smoothed out but districts are still accountable. Doesn't make sense.	Sep 13, 2012 8:24 AM
123	The focus on "numbers" as an accountability measure neglects the actual connection between students and teachers and how those relationships foster student growth. Additionally, a "check list" does not allow for evidence to support commendations or recommendations focused on instructional practices.	Sep 13, 2012 8:23 AM
124	While I do find it a somewhat effective tool. The amount of time it will take to observe, conference and evaluate each teacher will be very cumbersome and something will have to give.	Sep 13, 2012 8:21 AM
125	Once again, my teachers focus will be on testing, rather than just teaching. Implementation of the new CC Standards, new assessment testing, and new teacher accountability, takes time! To throw all of this to us at once is not the best way to get your results. It takes time to implement each of these stages. Let's get use to the new standards first, then create reliable assessments to match, then when that is in place, focus on teacher accountability. This is about a 6-8 year process in my mind. Not 9 months.	Sep 13, 2012 8:19 AM
126	I value being in classrooms, but have concerns regarding the completion of fifty plus observations and evaluation in the school year meeting the demands of the state. I do have many other responsibilites being the only administrator in the school.	Sep 13, 2012 8:18 AM
127	All employees should receive an evaluation, and the rubric is fine, without point values being utilized. The growth scores do not accurately reflect the levels of achievement in the students.	Sep 13, 2012 8:18 AM
128	The areas relating to the teahing standards are good, bu twe have always used those areas to have proferssional conversaiton and evaluate teachers. The points associated with the HEDI rank do not match what goes on in th eclassroom. The NYS Assessments ARE NOT an accurate gauge of how students perform. How is it possible to use a comparrison from year to year	Sep 13, 2012 8:16 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

	when the test structure, cut points, cohorts used for comparrison have cahnged EVERY year for the 15 years. How accurate is a 4th grade assessment written at a 5th to 7th grade level in determining where a stdent is currently functioning. There is so much more I would like to say, but do not have the time or space.	
129	The scores do not accurately show the entire picture. The state has moved too quickly on this and relied on outsiders to determine educational needs of New York instead of the professionals within our own educational walls.	Sep 13, 2012 8:15 AM
130	although are scores are known by the superintendent he has not informed the teachers yet of their scores. I have not seen the scores either only anecdotal comments from the superintendent allows me to make the comments I did in questions 2 and 4.	Sep 13, 2012 8:15 AM
131	My concern is that teachers with blended classes appear to have received developing ratings more than any other group when speaking with colleagues. In my school these are my most effective teachers. My concern is that teachers who want to do right by students will not be as willing to take children with learning disabilities in their classroom because of the rating system, and living in a small town the parents will not want their children in these classes either!	Sep 13, 2012 8:14 AM
132	Many were inaccurate as to the quality of actual "teaching" taking place in the classrooms.	Sep 13, 2012 8:13 AM
133	I am beyond frustrated that no one recognizes the toll the overtesting, SLOs, NWEA, et., al., will take and how invalid and ureliable the data is.	Sep 13, 2012 8:09 AM
134	Any time you attach a mortgage payment to a child's performance, you get a recipe for disaster.	Sep 12, 2012 1:17 PM
135	In my district the union negotiated half of the 60% for the evaluation to be based on 2 observations (domains 1, 2, and 3 in Danielson) and the other HALF to based on a portfolio of evidence based on Danielson domain 4 - professional responsibilities. My observation of their teaching has been diluted down to 30% of their total score. This concerns me, as I am still responsible to make sure I have effective teachers, but I feel I have little to no leverage with which to do it. I'm not sure what to think about the SLO process. People are extremely stressed, which is taking away from their energy and focus on implementing the common core. I think this is a shame and counterproductive, as I feel the common core standards are good (although possibly too big.) I felt the growth scores were quite accurate. Half of my teachers received a 17 - nearly highly effective! I was thrilled for them, as their test results showed the growth and they got credit where it was due!	Sep 11, 2012 10:41 AM
136	One test does not measure the achievement of a child - learning doesn't magically happen with everyone at the same rate - one size does not fit all	Sep 11, 2012 7:14 AM
137	I believe that the process is an accurate one that, if given the time to implement properly could be effective. The way it has been rolled out by the state is questionable. It has been difficult to go to my teachers and tell them that some of their questions have not been answered by NYS.	Sep 10, 2012 12:37 PM



**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

138	Some of the best teachers in our district received developing or ineffective ratings. I would want my own children in some of their classes.	Sep 10, 2012 11:52 AM
139	The energy put into this will far outweigh the value added component.	Sep 10, 2012 11:35 AM
140	Did someone forget that our purpose as educators is to educate the "whole" child? It's not just about testing! The growth scores are not fair when you are looking at the growth of a special education student who is not reading on grade level.	Sep 10, 2012 10:51 AM
141	There was tremendous variability in the "growth" vs. "achievement" levels in scores. Some of the teachers that I would personally like my own children to have (because they are, in my professional opinion, outstanding educators) scored in the lower categories of the HEDI range.	Sep 10, 2012 9:53 AM
142	The issue with teacher evaluation was not that they weren't being evaluated appropriately, it was that the process to remove teachers who were ineffective was never undertaken due to cost. So all we needed to change was the end game, and teachers would have been forced to step up their game. This whole concept of linking test scores, while a good sound byte for Newsday, is flawed beyond reason. Not to mention the millions of dollars that will be spent on these evaluations and assessments, which would be better served going into the classrooms. As always, politicians and special interests, in this case test makers, textbook companies and data warehouses, have taken hold of a process and completely made it something that is ineffective and cost prohibitive.	Sep 10, 2012 9:26 AM
143	some teachers had a tremendous number of 4s on the ela, but were considered a decline in student performance since their overall student's scores declined a bit and that teacher with 14/18 students receiving a 4 was in the developing category	Sep 10, 2012 7:40 AM
144	I like the Danielson rubric and think it can be an effective tool for improving instruction where needed. I am totally opposed to the use of test scores to evaluate teachers.	Sep 10, 2012 6:17 AM
145	Teachers feel at the mercy of their student's scores. Therefore, they will only teach for the test. Creativity, ingenuity and depth of knowledge is no longer a priority.	Sep 10, 2012 5:21 AM
146	Did not receive scores on any teachers yet	Sep 10, 2012 5:05 AM
147	Using the test scores has created such a stir that we are not able to focus on the aspects that could be helpful, such as using the Danielson rubric as a professional development tool to talk with teachers about what constitutes good teaching and using student data to talk about helping students learn.	Sep 10, 2012 4:55 AM
148	This will actually make it more difficult to hold below average teachers accountable. Some of the teachers that consistently perform the worst in our rigorous evaluation received higher scores. Additionally, the "value add" clearly is off as the scores of teachers in our two higher resource schools were far above those in our more diverse schools, even though there is clear and	Sep 10, 2012 4:52 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

	compelling evidence that the teachers in our two diverse schools are much stronger both in content and pedagogy. There is much to be done if this system holds any promise for being a useful evaluation tool.	
149	it is extremely offensive to institute a system of evaluation that is not well-planned or thought out this may be the WORST thing to happen to public education- ever	Sep 10, 2012 4:31 AM
150	It is an unfair system of evaluation.	Sep 9, 2012 6:45 PM
151	It is unfair to assess Seven out of 47 teachers with scores attached to the exams. SLO's are not equivalent. Additionally, the growth equation has not been effectively shared and is not transparent, so we have no way of knowing how the growth was assessed in each disaggregated group. My scores ranged from 5-17 despite higher percentages of children passing the state exams.	Sep 9, 2012 6:16 PM
152	We continue to be opposed to the use of student test scores to evaluate teachers. Even though the growth percentiles are more useful data for teachers to use, the conversion to a point total to evaluate an individual's livelihood is unethical and unsound.	Sep 9, 2012 6:04 PM
153	While I support a growth model, there are too many variables and the potential for misuse of scores to make this a very useful tool/process.	Sep 9, 2012 4:34 PM
154	As stated, it is not an effective tool. But, more concerning is the amount of time I and my teachers are spending on paperwork rather than instruction.	Sep 9, 2012 4:22 PM
155	There were teachers clearly underrated which will negatively impact their self-efficacy.	Sep 9, 2012 4:21 PM
156	Nearly all my ELA and math teachers will never be highly effective, but many of the other subject teachers will. A joke of an assessment system. A true moving backward from No Child Left Behind which enabled across district accountability.	Sep 9, 2012 2:41 PM
157	We did not receive growth scores from the state. However, I am opposed to the idea that teachers' effectiveness can be measured simply by looking at the scores of the students. So many other things play into what makes a teacher effective.	Sep 9, 2012 2:11 PM
158	A crap shoot	Sep 9, 2012 2:11 PM
159	No useful student data, no useful growth scores for teachers. It seems completely arbitrary, and is completely demoralizing to the profession. They should cease the entire APPR process immediately and apologize to every student, parent, and teacher negatively impacted by it.	Sep 9, 2012 12:50 PM
160	The time needed for this new APPR is outrageous!	Sep 8, 2012 7:05 PM
161	Why not have state exams for 1&2.	Sep 8, 2012 1:37 PM
162	Have not used the new evaluation system yet. Will do the evaluations in the 2012-2013 school year.	Sep 7, 2012 3:14 PM



**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

163	While I selected "supportive with minimal concerns" in #8 above that is in relation to the plan we have in place in my district. However, even though I have confidence in the plan we put in place, I have little to no confidence in the overall structure/calculation of the SED scores provided. It is my belief that after reviewing (and try to understand) how the scores were determined, it will be an almost impossible task to explain the scores to teachers who are in the horrible position of having the vast majority of their students deemed "proficient" based on their level scores, while they in turn are deemed "ineffective."	Sep 7, 2012 5:51 AM
164	I am confident regarding the 60 points teachers will be evaluated on using the Danielson rubric due to the training we are receiving as administrators and the use of the Teachscape system. I have no confidence in how the state and local scores will be computed.	Sep 7, 2012 5:20 AM
165	Too much all at once. When are we suppose to do all of the addirtional time.	Sep 7, 2012 4:30 AM
166	The APPR process is far too complex and few, if any people are really well versed in all of the nuances. Again, no support from NYSED. It is hurting education and our students.	Sep 6, 2012 1:54 PM
167	i believe the observation component of the APPR is needed. I feel that assessments should be used to measure student learning and for teachers to use to align programs and instructional needs so instruction can be adjusted. The way assessments will be used for evaluations under the APPR guidelines is not useful for students or teachers.	Sep 6, 2012 1:10 PM
168	opposed with serious concerns regarding baseline assement testing for SLO's. I am somewhat supportive of the teacher observation portion however the system is gammed such that all teachers will come up effective.	Sep 6, 2012 9:53 AM
169	This is not reflective of a student's success... I would value this process if there was point. Standardized tests are not good measures of who's a good teacher or not. These "objective" numbers do not judge people accurately. NYS should not impose a uniform evaluation method. We should spend the money providing opportunities for initiative and thinking skills that standardized testing cannot measure. We should and will continue to teach the whole child be the best that they can be and strengthen their self worth so they can be strong enough to endure the battles we are putting them through.	Sep 6, 2012 8:21 AM
170	Too many variables not even addressed	Sep 6, 2012 8:06 AM
171	I was pleasantly surprised. I didn't expect the results to be as accurate as I thought they were. On the other hand, I still disagree with State Assessment. It's the assessment design and scoring that has me upside for the students. It honestly did pan out better than I had expected for the teachers. However, it is evident that hard work and top notch instruction will be required daily from teachers if they want to achieve effective and highly effective scores.	Sep 6, 2012 8:05 AM
172	Although I believe that the majority of teachers are effective and work extremely well, this new APPR just does not seem equitable and will promote disparity in our field. We need to become reflective practitioners and if this process is deemed so negatively or misunderstood so greatly, it will impact our children	Sep 6, 2012 6:48 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

	negatively. If the reality is that we all need to work harder to achieve higher outcomes then that is a wonderful goal-but to be punished or dismissed because of numbers will further destroy the field of education and certainly impact student performance-can this be done fairly and equitably? If so, then proceed.	
173	I have grave concerns regarding growth scores, particularly since the tests are entirely different grade to grade. Also, depending on the mix of the class, social and/or economic issues, etc., the scores could vary greatly.	Sep 6, 2012 4:17 AM
174	APPR in it's current form intimidates. And will not foster growth for students or teachers	Sep 5, 2012 8:03 PM
175	None.	Sep 5, 2012 7:58 PM
176	Way too labor intensive. Don't feel that I will be able to accurately collect all the needed evidence for the 60%. This will open up the appeals. Additionally, SLO 's is a nightmare.	Sep 5, 2012 7:14 PM
177	My worst teacher had the highest growth score. Three of my best were either ineffective, or developing. Most of my 6th grade were labeled developing or ineffective.	Sep 5, 2012 6:42 PM
178	We continue to chase the dreams of quantifying teaching and testing better than Singapore. Whose dreams are these? Who is the system serving? We have become so focused on global competitiveness that we have lost focus on what is developmentally sound and appropriate for ALL children (emphasis on all versus some). Even the new standards ignore what is developmentally sound. If we become more transparent about who is driving the aims of education, I think we might see a huge public outcry. How can powerful groups with known ideological aims work so clandestinely? Why aren't we fighting for ALL of our children?	Sep 5, 2012 6:38 PM
179	Growth scores for my 4th grade teachers seemed to be mostly accurate.....I still have some concern with the rest of the APPR pieces.....	Sep 5, 2012 6:37 PM
180	I believe APPR has potential as an effective tool. More time is needed to roll out effectively and for training. On a personal level I am VERY concerned about my ability to manage a building and meet the requirements of APPR.	Sep 5, 2012 6:37 PM
181	I did not have any highly effective, developing or ineffective teachers....	Sep 5, 2012 6:33 PM
182	My two best teachers (both of whom are among the elite population of "best teachers I've ever seen" received ratings that were only in the effective category. One of them had a score of only 9 points, just one point above "developing" and the same one point above one of the most ineffective teachers I have ever supervised.	Sep 5, 2012 6:21 PM
183	On an ongoing basis, I spend an average of 60 smart hours managing and running my middle school. I'm told that the APPR responsibility should take about 40% of my time. Where does that come from? Will my 50 teacher evaluations (pre observation conferences, observations and post observation conferences) come from additional hours or a reduction in my other work duties?	Sep 5, 2012 6:20 PM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

	Substantial, important and critical duties and decisions will have to be foregone. I fear we are in HUGE trouble once this rolls out. This is the ultimate of unfunded mandates.	
184	It is challenging to have high growth scores when students have high proficiency levels. Some raw scores dropped a little because the student did stellar the year before. I am not sure that is the fault of the teacher. The teacher with the highest growth score in my school had low proficiency levels. Growth is one measure but isn't our ultimate goal proficiency? If a student continues to grow but does not reach proficiency, it does not seem like a success story. Teachers cannot become complacent about growth and ignore AYP.	Sep 5, 2012 6:19 PM
185	This whole system needs to be piloted first before being enacted. There are positive aspects, but for a small rural school the entire process is cumbersome.	Sep 5, 2012 6:08 PM
186	I have not yet received scores for my teachers or myself.	Sep 5, 2012 6:05 PM
187	I am concerned about the state's motives in establishing a bell curve for teacher effectiveness, though all my staff were on the right side of the curve.	Sep 5, 2012 5:42 PM
188	I am just frustrated that they would give an elementary principal a rating based on two grade levels when there are four others in the building. It does not focus on the "whole picture"	Sep 5, 2012 2:44 PM
189	It is a new practice and I expect a learning curve for my teachers. Based on the reaction I got from the teachers who did not do well, I think they are now highly motivated to delve deep into their practice to understand what changes they need to implement to be successful.	Sep 5, 2012 2:03 PM
190	Test scores do not reflect teacher abilities, particularly teachers of students with special needs.	Sep 5, 2012 1:56 PM
191	We have an effective evaluation system. Teachers were observed formally and each had 3 walkthroughs per year. SLO's are a joke. Who won't show growth? Also, our district ordered 25,000 bubble sheets that will be pre-slugged with names of students. Trying to suburban schools with inner city schools, is like trying to compare police departments for crime rates. I work in a suburban school and a friend works in an inner city school with 30% developing or ineffective. That is a joke. She said that they have some great teachers that are now on TIPS.	Sep 5, 2012 1:35 PM
192	I find inconsistencies between how we will measure student growth on the 3-8 math and ela exams, while other teachers will be able to set student growth via student learning objects from data gathered from baseline and summative assessments. Teachers who instruct accelerated students in math 7/8 or ela 7/8 will have a difficult time showing student growth as compared to a teacher who instruct heterogeneous groups of students. The scaled scoring from year to year changes yearly depending on regional cut scores. I like how the APPR process is evolving, but teachers or principals will be rated as ineffective or developing, who have been recognized as distinguished teachers because the 20 points measured from student growth will put their respective APPR total in the low ranges.	Sep 5, 2012 1:34 PM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

193	To allow for certain % of state assessments to be factored into a overall score is absurd. As stated above, our population of immigrant, special needs and high poverty students are not an excuse, they are a reality. I have some of the most passionate, skilled teachers in the city that will be assessed on poorly created assessments that have no corrilation to student success. How this over budgeted initiatives has grown this fair is beyond. Who will want to get into education wih this sort of thing going on. Lets start trusting the majority of educators not monitor the minority of teachers.	Sep 5, 2012 1:27 PM
194	I am not sure how requiring good teachers to take the time to write SLOs and be concerned about formulas to develop a District-wide composite score is NOT going to have a negative impact on student achievement.	Sep 5, 2012 12:56 PM
195	It doesn't take into account the needs and complexities of the child.	Sep 5, 2012 12:48 PM
196	This is a human endeavor. Outside factors have a huge influence on student performance and are not under our direct control. These faqctors more than any are affecting growth scores.	Sep 5, 2012 12:35 PM
197	Out of my 3 effective teachers, one was a 16. I felt that was deserved. The 2 others, are better teachers than their scores showed.	Sep 5, 2012 12:33 PM
198	This scoring is not fair as it relates to using this for principals	Sep 5, 2012 11:57 AM
199	The process is not clear.	Sep 5, 2012 11:27 AM
200	The state put the cart before the horse! How will they ever ensure that SLOs are comparable across districts? How will the state ensure that a teacher in "school district A" that receives an "effective" rating is comparable to a teacher in "school district B" who received the same rating? With SLOs, there is no state provided growth number, so everything is left to the district! The ability to guage whether or not the 60%, 20%, and 20% are applied with the same level of rigor is impossible.	Sep 5, 2012 11:22 AM
201	I am supportive of an evaluation system that is fair and able to be understood by all, used for teacher growth and not published. Also it is unfair to the principal whose scores are based on others.	Sep 5, 2012 10:37 AM
202	It is cumbersome, confusing , and the only piece of any sure value is the 60% local component	Sep 5, 2012 10:25 AM
203	The process was so rushed with little guidance. It is evident that teachers and principals were not involved in the creation of the process. Furthermore, the overall goal is to support and give guidance to teachers to have the best teachers for our students. This creates more paperwork and bogus scores that cause educators to feel devalued and unsupported. This processs is driving dedicated teachers and administrators out of the field of education. Thus hurting the students!	Sep 5, 2012 10:02 AM
204	I feel that certain teachers could be penalized based on student growth, yet if the students did well then the overall student percentages (for the building) are good. It doesn't seem to correlate well.	Sep 5, 2012 9:47 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

205	Scores for Teachers who have honor or accelerated class were disappointingly low despite tremendous master rates on repsective regents exams	Sep 5, 2012 9:16 AM
206	Way too much money is being wasted on the process!	Sep 5, 2012 9:04 AM
207	I have questions regarding the collection of this data concidering that the exams were not the same as previous years. Even if that data is being used I see no correlation of student scores compared to previous year which is starttling!	Sep 5, 2012 8:45 AM
208	I had two teachers that were rated "effective" in each of the three subcomponents (60, 20, 20) and received an overall evaluation of "developing". This doesn't make any sense.	Sep 5, 2012 8:44 AM
209	My school's achievement on the Math assessment has been exemplary with a large percentage on the mastery level. The growth score for my math teachers was markedly lower than their ELA colleagues where the achievement levels were not as great. I understand it is a growth model but it is frustrating for the teachers that their achievement was exemplary but not reflective in their growth score.	Sep 5, 2012 8:39 AM
210	Time, time, time...	Sep 5, 2012 8:10 AM
211	Unrealistic with the amount of observation. 100 staff members =almost 1000 formal, documented interactions. 180 days of school. HMMMMM	Sep 5, 2012 7:29 AM
212	I am supportive with serious concerns	Sep 5, 2012 7:23 AM
213	I am generally in support of accountability for teachers and principals. However, this system is not valid nor reliable. Building the plane while in flight is "ineffective." SED should have instituted the curricular changes first. Then created the system to monitor data. Then brought the APPR measures in. By doing it all at once takes any credibility away from the potential merit. Now - teachers and principals alike want out of education! SED scores an INEFFECTIVE!	Sep 5, 2012 7:16 AM
214	It is too bad that the state reconfigured the scores and although the special populations had increasing scores, the general population growth was penalized when reconfigured.	Sep 5, 2012 7:09 AM
215	Tests should not be the main determinant of an evaluation. The principal should be afforded more autonomy to make staffing decisions. Tenure laws need to be reformed (i.e. renewable tenure). The final decision should be the principal's.	Sep 5, 2012 7:04 AM
216	Evaluating teachers based on test scores is malpractice in my opinion. The tests do NOT measure what they are toted as measuring. They are not statistically valid and reliable. Let's design a rubric for our politicians.	Sep 5, 2012 6:57 AM
217	There are so many variables with the SLO/growth scores process that it renders the ultimate scores almost arbitrary for many teachers. This process should have been field tested before implementation.	Sep 5, 2012 6:54 AM
218	One of my most ineffective teachers was rated effective, while 2 of my hardest working, were rated as developing. I question the process.	Sep 5, 2012 6:52 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

219	All five of my teachers scored in the effective range but a very strong teacher scored very low in the range which was surprising. APPR has become a political process and not an evaluation tool. Using the rubric is wonderful but all the benefits go out the window when the end result is a number.	Sep 5, 2012 6:35 AM
220	I do not see the APPR assisting with improving teacher quality. It is having the opposite effect. My time observing teachers and working with teachers on all the SLO assessments of students leaves me little time to work with any teachers who may be struggling.	Sep 5, 2012 6:20 AM
221	Too much time and money on a system that is OK but more professionals will be needed.	Sep 5, 2012 6:20 AM
222	Due to the 80% being controlled locally, it will be what each district makes of it.	Sep 5, 2012 6:19 AM
223	I believe that there are some components of the APPR that will be of benefit, but the growth scores issued by the state and the lack of consistency in the SLO process between schools will be a serious issue.	Sep 5, 2012 6:16 AM
224	Using the current APPR process is inaccurate and not reflective of my teachers abilities,skills and talents.	Sep 5, 2012 6:15 AM
225	The lack of transparency on score development renders this a frustrating and nearly meaningless exercise.	Sep 5, 2012 6:14 AM
226	The time necessary for this is overwhelming for a building principal. In a small district administrators wear many hats, and the time burden created by this new appr process is make it extremely difficult to devote the necessary time to other areas...	Sep 5, 2012 6:13 AM
227	The amount required to effectively implement this APPR system is not realistic in a small school setting in which the principal wears multiple hats (ie. Athletic Director, Special Education Director, curriculum, etc..	Sep 5, 2012 6:11 AM
228	Pseudoscience that will harm children and teachers	Sep 5, 2012 6:07 AM
229	As a stand alone grade level building, the state assessment combined with high school level program indicates an extreme disconnect to the state assessment scores.	Sep 5, 2012 5:58 AM
230	The 60 point Danielson rubric makes perfect sense. It clearly defines good teaching and is inline with a standards based approach to teaching and learning. However, the other 40 points that make up the composite score are in my opinion ludicrous as they are way to subjective and therefore counterintuitive to the standards based approach we are trying to cultivate in our schools.	Sep 5, 2012 5:58 AM
231	This survey made it very difficult for me to provide accurate information. Not sure why you didn't break out developing and effective when those are the two categories most likely the highest numbers. Also to bundle APPR as a whole makes it hard to weigh in on the last question.	Sep 5, 2012 5:57 AM
232	In my district my four elementary teachers were rated as effective from their student growth scores but our percentage of students receiving a 3 or 4 on the	Sep 5, 2012 5:53 AM



**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

	assessment was below 50%. How can teachers be rated effective yet they don't meet the bar of students receiving a 3 or 4 on the state assessments.	
233	I don't think that anyone considered the additional cost of printing alone to a district with the new SLO plan.	Sep 5, 2012 5:52 AM
234	I see only harm coming from rating teachers by test scores, and I lead a NYS "rewards" school.	Sep 5, 2012 5:51 AM
235	I have read through the SED explanation of the growth scores but can find no understandable explanation of how they were arrived at. The general theory sounds workable but without all the details the data is confusing and meaningless. A principal in another building in our district received a perfect score of 20 based on less than 100 fourth graders math and ELA scores. She received a higher score than all but one of the teachers who taught and administered the fourth grade exams. What sense does that make?	Sep 5, 2012 5:45 AM
236	Within our district all principals were effective, only one being ineffective. I have first hand knowledge of this person due to my role with our bargaining unit. S/he has demonstrated very little ability to lead staff, yet because of the affluent population they draw from, her scores were much higher than other like schools in our district in a low-socio economic area. This just goes to show that it is not a true reflection of the work any of us do.	Sep 5, 2012 5:39 AM
237	It's just too cumbersome. No way it can effectively be managed. Additionally there is no equity. How can only 19 of my teachers get a state rating based on assessment scores? How can only a few principals get a state rating based on that limited amount of teachers.	Sep 5, 2012 5:39 AM
238	The effectiveness of the APPR will depend on how we use the other 80% of the teachers score. We feel pretty good about how we will use those sections in our District.	Sep 5, 2012 5:39 AM
239	I strongly believe that the union leadership of both building administrators and teachers unions should work closely at identifying and establishing policies and procedures that we can directly relate to whereas, we are the practitioners and frontline. It is our daily existence. We live the experience of teaching and educating while supporting and providing. I am aware of the strong needs to improve our educational approaches and philosophy as we strive to navigate and chart these very muddy waters of educating our children while educating ourselves.	Sep 5, 2012 5:39 AM
240	There is too much information that will create inconsistency....pre tests/post test comparisons, subjectivity of observation tool, value added measures, varying populations of students, varying degree of difficulty of NYS tests and on and on.	Sep 5, 2012 5:37 AM
241	If done correctly APPR, regardless of style/type, etc. is an effective tool. However inaccurate information/data that negatively impacts teacher rating is not a good practice. Additionally using test info/data to determine a portion of a teachers APPR is not a good practice. Many circumstances surround testing times - anxiety, home "issues", and a myriad of other issues arise that could potentially cause a student not to perform at his/her best.	Sep 5, 2012 5:37 AM

**Page 2, Q9. Please add any additional comments about the APPR process or the growth scores your teachers received from SED below:**

242	Yesterday's opening day was the worst one that I have had in 18 years because it only focused on APPR and accountability. It is a sad state of affairs and SED hasn't a clue what they are doing.	Sep 5, 2012 5:36 AM
243	A perfect storm!	Sep 5, 2012 5:35 AM
244	Our teacher rubric is so "forgiving" for the 60 points that it will not produce the results needed even when staff are receiving accurate data feedback from SED for their students' progress as Developing or InEffective	Sep 5, 2012 5:29 AM
245	The APPR is a seriously flawed system of evaluation that reduces respect for the professional judgment of school leaders. It is frightening to see SED under the control of inexperienced educators who do not understand public schooling	Sep 5, 2012 5:28 AM
246	I think this system was created for schools and teachers who historically score poorly and is not necessary for the entire system. I would have preferred to see this system implemented with current schools necessitating improvement and with schools in the future who fall into that category. All this has done for our school is increase costs, reduce other needs due to costs, and instill an environment of mistrust.	Sep 5, 2012 5:27 AM
247	This will be an unmitigated disaster for public education.	Sep 5, 2012 5:25 AM