

The  
University of the  
Education  State of New York  
Department

STATE OF NEW YORK  
COMMISSIONER OF EDUCATION

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In the Matter of the Arbitration Proceeding  
Pursuant to Education Law §3012-c(2) (m)

-between-

NEW YORK CITY DEPARTMENT OF EDUCATION,

-and-

UNITED FEDERATION OF TEACHERS

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DETERMINATION AND ORDER

In the Matter of the Arbitration Proceeding  
Pursuant to Education Law §3012-c(2) (m)

-between-

NEW YORK CITY DEPARTMENT OF EDUCATION,

-and-

COUNCIL OF SCHOOL SUPERVISORS & ADMINISTRATORS

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Before: John B. King, Jr.  
Commissioner of the State Education Department

Appearances:

The New York City Department of Education:  
Courtenaye Jackson-Chase, Esq.  
David Brodsky, Esq.,

United Federation of Teachers:  
Adam S. Ross, Esq.

Of Counsel:  
Beth Norton, Esq.  
Jason Veny, Esq.  
Jennifer Hogan, Esq.  
Oriana Vigliotti, Esq.  
Brie Kluytenaar, Esq.

Council of School Supervisors & Administrators:  
David Grandwetter, Esq.

**STATEMENT OF FACTS**

In the Fall of 2009, as part of its reform agenda, the Board of Regents committed to the transformation of the preparation, support and evaluation of all teachers and school leaders in New York State to ensure that every student has an effective teacher and school leader. On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, creating Education Law §3012-c. Under Education Law §3012-c, all school districts and BOCES are required to conduct "annual professional performance reviews of . . . classroom teachers and building principals" (Education Law §3012-c[1]).<sup>1</sup>

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<sup>1</sup> The law provides for a phase-in of the evaluation system. In the 2011-2012 school year, school districts were required to evaluate classroom teachers in grades 4-8 ELA and Math and their building principals. In the 2012-2013 school year and thereafter, school districts and BOCES are required to evaluate all classroom teachers and building principals.

In 2012, the Legislature enacted Chapter 21 of the Laws of 2012 and amended Education Law §3012-c to require school districts to adopt and submit to the Commissioner a plan for the annual professional performance review (APPR) of teachers and principals by July 1, 2012. At that time, the Legislature also enacted uncodified budget legislation providing that no school district shall be eligible for an apportionment of general support for public schools for the 2012-2013 school year in excess of the amount apportioned to such school district for the previous year unless the district submitted documentation demonstrating that it had fully implemented standards and procedures for conducting APPRs by January 17, 2013 (see Section 1 of Part A of Chapter 57 of the Laws of 2012; Chapter 53 of the Laws of 2012). The New York City Department of Education ("NYCDOE"), however, was among only six districts that did not meet the January 17<sup>th</sup> deadline, and therefore did not qualify for an increase in State aid for the 2012-2013 school year.

Like all other school districts in the State, the NYCDOE and its bargaining units knew far in advance of the January 17, 2013 deadline that NYCDOE would not receive an increase in State aid for the 2012-2013 school year if they did not have an approved APPR plan by that date. The Department issued guidance and regulations to implement the new law in May 2012, reminding districts of the January 17, 2013 deadline for State aid increases and, beginning in August 2012, the Commissioner of Education issued multiple notices to school districts, reminding them of the deadline and the consequences of failing to meet it.

Thereafter, on March 29, 2013, the Legislature enacted the provisions of the 2013-2014 Education, Labor and Family Assistance Budget Article VII bill (Chapter 57 of the Laws of 2013). This Budget Bill amended §3012-c(2) of the Education Law to add a new paragraph (m), which requires any school district, and its respective collective bargaining agent(s), that failed to have an APPR plan for its classroom teachers and building principals approved by the Commissioner on or before January 17, 2013, and that continued to fail to have an approved APPR plan by May 8, 2013, to submit written explanations of their respective positions regarding such issues to the Commissioner by May 8, 2013. On May 3, 2013, the Department sent a letter to the NYCDOE and the United Federation of Teachers ("UFT"), the union for classroom teachers, and to the NYCDOE and the Council of School Supervisors & Administrators ("CSA"), the union for building principals, to notify them that if the NYCDOE did not have an approved plan by May 8, 2013, each of the parties would need to submit position papers to the Department by May 8, 2013 at 11:59 p.m. with a Review Room submission, stating their respective positions on the district's APPR plan.

As of May 8, 2013, every school district in the State had an APPR plan approved by the Commissioner for the 2012-2013 school year, except the NYCDOE. As a result, the NYCDOE, the UFT and CSA submitted their respective positions in the Review Room portal.<sup>2</sup> Following a review of

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<sup>2</sup> While the UFT submitted its position papers and Review Room submission at 12:02 a.m., 3 minutes past the 11:59 p.m. deadline, neither party has demonstrated that they were prejudiced by their late submission. The delay was de minimus, and absent any showing of

these submissions, a pre-arbitration conference was held on May 14, 2013 where I notified all parties that, pursuant to Education Law §3012-c(2)(m), if the parties failed to have an APPR plan approved by me on or before May 29, 2013, the Department would hold up to two days of arbitration on these issues. I also explained to the parties that based on the submissions before me, all issues appeared to be in dispute and my Counsel explained the procedures that would be followed for the arbitration proceedings.

On May 30, 2013, an arbitration proceeding was held on the APPR provisions that would apply to classroom teachers. The NYCDOE and the UFT presented their positions and produced witnesses and exhibits. The parties were permitted to cross-examine witnesses.

On May 31, 2013, an arbitration proceeding was held on the APPR provisions that would apply to building principals. The NYCDOE and the CSA presented their positions and produced witnesses and exhibits. The parties were permitted to cross-examine witnesses.

During the course of the arbitration proceeding between the NYCDOE and the CSA, the parties came to an agreement regarding the APPR plan for principals. The agreement was entered into the record and is reflected in the attached Review Room submission and Part II of this determination, in

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prejudice, I have accepted and considered UFT's submission in this arbitration proceeding.

which I explain why this APPR plan for principals is in the best interest of students.

In addition, all parties were given the opportunity to submit memoranda of law by noon on the day after each arbitration proceeding. Both NYCDOE and UFT submitted memoranda of law regarding the APPR plan for teachers on May 31, 2013.

I have considered the parties' respective positions, as well as the evidence and testimony adduced at the arbitration hearing. Pursuant to Education Law §3012-c(2)(m) and based on all the evidence presented and upon consideration of all relevant factors, including other approved APPR plans and the best interests of the students in this district, I impose the standards and procedures outlined in this decision and the attached Review Room submission, with its attachments, as necessary to implement the NYCDOE's APPR plan.

#### **Task 1 of Review Room Submission**

NYCDOE does not provide a position on whether its APPR should be an annual or multi-year plan. Instead, it refers only to the language on the arbitration provisions in section 7, Part A of Chapter 57 of the Laws of 2013. The UFT requests that this be a one-year plan for the 2013-2014 school year only. Pursuant to the attached Review Room submission, which is signed by both the NYCDOE and the CSA, and the testimony of the parties, the parties have agreed to a 4-year APPR plan for principals.

Education Law §3012-c(2)(m)(3), as added by Chapter 57 of the Laws of 2013, provides that "the commissioner shall render a final and binding determination . . . , prescribing such standards and procedures necessary to implement an [APPR] plan . . . effective for the following school year **for a term to be determined by the commissioner**" (emphasis added).

Based on this statutory authority and considering all relevant factors, including the repeated breakdowns in the parties' negotiations and their continued failure to have an approved APPR plan nearly 3 years after Education Law §3012-c became effective, I hereby impose a 4-year APPR plan on NYCDOE, which shall be applicable to teachers and principals for the following school years:

2013-2014

2014-2015

2015-2016

2016-2017

Pursuant to Education Law §3012-c(2)(1), this plan shall remain in effect until a successor, or amended APPR agreement, consistent with Education Law §3012-c is reached through collective bargaining, between the NYCDOE, the UFT and/or CSA and such successor or revised APPR agreement is approved by the Commissioner pursuant to Education Law §3012-c(2)(k).

In its position paper and in its testimony, the NYCDOE explains that it will adopt SED's approach for incorporating stakeholder and technical input into metrics and that it will seek input from a stakeholder Task Force and expert Technical Advisory Committee (TAC) in order to effectively execute this new evaluation system. I commend the NYCDOE for committing to ensure effective implementation by including stakeholder input and will periodically reference the role of the Task Force and TAC throughout this decision.

## **PART I - CLASSROOM TEACHERS**

### **Task 2 - State Assessments or Other Comparable Measures (Teachers)**

In its Review Room submission, UFT seeks, among other things, to establish a "UFT-DOE Evaluation Policy Committee" which would be responsible for all decision-making and policy-making related to aspects of the NYCDOE's APPR plan. It provides for an impasse resolution procedure in the event that the Policy Committee cannot reach consensus on an issue. It then seeks to establish a school-based measures of student learning committee ("school-based committee") for each individual school and program, which would be responsible for selection of the assessments used in student learning objectives (SLOs) and locally selected measures.

UFT and the NYCDOE acknowledge that, for teachers in grades 4-8 ELA and Math, the New York State Education Department (SED) will provide a growth (or value-added) score. Teachers who do not have a majority of



their students receiving a State-provided growth (or value-added) score will receive a growth score based on SLOs for this subcomponent. The parties also agree that SLOS must first be used with State assessments, if one exists.

For all other teachers, the UFT proposes that a school-based committee select an SLO to be used with one of the following options: (1) student learning tasks; (2) approved 3<sup>rd</sup> party assessments from a menu approved by the Policy Committee; (3) group measures from a menu approved by the Policy Committee; or (4) student learning portfolios. The UFT then sets forth a process for determining the point assignment for the HEDI categories. When explaining controls, UFT proposes to use a growth model that will control for baseline assessments, prior academic history, as well as English language learner (ELL) status, economic disadvantage, disability status, enrollment and attendance, and any other student, class, or school information allowable under Education Law §3012-c.

UFT also indicates in its Review Room submission and stated in its testimony that the scores for this subcomponent, for teachers without a State provided growth score, shall be based on a comparison of the scores generated from SLOs based on the percentage of students who met or exceeded their targets and a separate score based on a growth model score generated by the Policy Committee for each SLO. The subcomponent scores will be compared and if they result in the same preliminary subcomponent rating, the rating received will be the teacher's final State growth

subcomponent rating. If not, the two preliminary growth scores will be averaged together for a final score and rating.

NYCDOE requests that, due to the size and diversity of NYCDOE's schools, principals within community school districts should decide, for teachers without a State provided growth score, which assessments must be used with an SLO for the other comparable measures subcomponent based on one of the following three options: (1) NYC performance assessments; (2) approved 3<sup>rd</sup> party assessments; or (3) group measures based on State assessment results. The NYCDOE then explains its process for the assignment of points in the rating categories. For controls, it indicates that it will calculate a student growth model using prior academic history, ELL status, students with disabilities ("SWD") status and poverty, with additional variables allowable under Education Law §3012-c added in future years. In its position paper, NYCDOE commits to seek input from the Task Force and TAC in developing these growth scores.

I will address UFT's proposal for establishment of a Policy Committee and a school-based committee in Task 3.

As for the parties' remaining contentions in this Task, after consideration of the parties' respective positions, the best interests of the students, the evidence and testimony presented at the arbitration hearing and the research in the attached appendix, I impose the following standards and procedures for Task 2, and those in the attached Review Room

submission, and any attachments thereto, for Task 2, including the assurances provided in Task 2.

For teachers in grades 4-8 common branch, ELA and Math, where more than a majority of a teacher's students take the State assessments, the State will provide the teacher with a State provided growth (or value-added) score. For any teacher who has less than a majority of his/her students covered by a State provided growth (or value-added) score, SLOs must be used for this subcomponent (see Research Appendix on use of SLOs) until a majority of his/her students are covered by SLOs. SLOs must be a district-wide student growth goal setting process. SLOs must first be used with any State-provided growth (or value-added) score on State assessments, if applicable for any courses. Additional SLOs will then be set for any course/sections that have State assessments.

Next, SLOs must be used with NYCDOE developed performance based assessments, if developed for a grade/subject (as described below). In its position paper and Review Room submission and throughout its arguments in the arbitration proceeding, NYCDOE has repeatedly indicated that it is in the process of developing performance-based assessments of student learning reflective of the Common Core Standards (where applicable).

Performance assessments "set forth rigorous expectations for students consistent with the Common Core standards (wherever applicable) and require them to create an original answer or product (e.g., extended essay incorporating evidence drawn from other texts, laboratory report analyzing

data gathered to evaluate a hypothesis, etc.) using higher order thinking and 21<sup>st</sup> century skills to demonstrate the student's thinking process and evaluate real world situations"<sup>3,4</sup> (see Research Appendix on use of performance assessments). Performance assessments also assess a student's learning, and ultimately a teacher's effectiveness, beyond a paper-and-pencil test, using multiple assessment methods to measure distinct skill sets, keeping costs low on assessment methods, while being able to measure knowledge and skills through a more hands-on approach and being able to track learning over a period of time.<sup>5</sup> In addition, these types of assessments allow a district the flexibility to assess a teacher's effectiveness in ways directly relevant to that teacher's/classroom's curriculum and needs.

Therefore, by no later than August 1, 2013, and every August 1 thereafter, I impose that if new performance assessments are created for a subject and/or grade, the Chancellor must submit to me a list of the grades and subjects where the NYCDOE-created performance assessments have been developed and will be available and the Chancellor must provide me with a signed certification that such assessments are rigorous and comparable in accordance with §30-2.5[b][1][iii] and [iv] of the Commissioner's regulations.

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<sup>3</sup> Tung; Including Performance Assessments in Accountability Systems: A Review of Scale Up Efforts; 1/2010; page 2; available at [http://www.ccebos.org/Performance\\_Assessment\\_Review\\_1.10.pdf](http://www.ccebos.org/Performance_Assessment_Review_1.10.pdf) . Examples added.

<sup>4</sup> Brian Stecher, *Performance Assessment in an Era of Standards-Based Educational Accountability* Stanford Center for Opportunity Policy in Education p. 34 (2010) available at [http://edpolicy.stanford.edu/sites/default/files/publications/performance-assessment-era-standards-based-educational-accountability\\_0.pdf](http://edpolicy.stanford.edu/sites/default/files/publications/performance-assessment-era-standards-based-educational-accountability_0.pdf).

For teachers in a core grade/subject (i.e., grades 6-7 science and grades 6-8 social studies; high school ELA, math, science and social studies courses associated in 2010-2011 with Regents exams or, in the future, with other State assessments), where a State, Regents, and/or a Department-approved alternative assessment does not exist and where the NYCDOE has not developed a performance assessment, then the NYCDOE must use SLOs with 3rd party assessments that have been approved by the Department to measure growth in the State growth or other comparable measures subcomponent. The 3<sup>rd</sup> party assessment must be selected by the Chancellor from the State's approved list (see <http://usny.nysed.gov/rttt/teachers-leaders/assessments/approved-list.html>) for teachers of affected grades and/or subjects. By no later than August 1, 2013 and every August 1 thereafter, the Chancellor must also send me a list of the name of each approved 3<sup>rd</sup> party assessment that has been selected with a list of the grades and subjects in which such approved 3<sup>rd</sup> party assessment is being used.

The Department will review the lists submitted by the Chancellor on August 1 of each school year to ensure that 3<sup>rd</sup> party assessments are on the State approved list for student growth purposes for the grades/subjects listed and that school-wide measures can be used in the grades/subjects proposed by the Chancellor. Upon my approval, such list must be provided to all affected schools in a manner to be determined by

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<sup>5</sup> Pros and Cons of Tools for Doing Assessment; UCONN ASSESSMENT; available at [http://assessment.uconn.edu/docs/Pros\\_and\\_Cons\\_of\\_Assessment\\_Tools.pdf](http://assessment.uconn.edu/docs/Pros_and_Cons_of_Assessment_Tools.pdf).

the Chancellor within 24 hours after my approval. If at any time it is found that there are any problems with the assessment options selected by the Chancellor (i.e., the 3<sup>rd</sup> party assessment was not approved for measuring growth or the 3<sup>rd</sup> party assessment is not on the approved list for the grade/subject the Chancellor has listed and/or the school-wide measure is not an allowable option for the grades/subjects proposed by NYCDOE), the Chancellor must remove the assessment immediately upon my direction and must notify all schools accordingly.

For teachers in non-core subjects, where a performance assessment has not been developed as of August 1 (as described above) for that grade/subject, SLOs must be used with one of the following assessments, as selected by the principal: (1) SLOs with a school-wide, group or team measure of student growth using State assessments administered within the school building; or (2) a third party assessment selected by the Chancellor from the State's approved list for purposes of student growth in that grade/subject.

Because NYCDOE is unique and faces its own set of strengths and weaknesses, I am allowing principals the option of selecting school-wide measures. School-wide measures will allow NYCDOE to be strategic in constructing measures which emphasize schools' areas of weakness and school priorities. In addition, school-wide measures reflect and further the reality that schools are learning communities and student learning is a product of a series of complicated relationships between students,

teachers and administrators that evolve over time.<sup>6</sup> Student scores reflect the work of many personnel, and in some schools, school-wide measures may be beneficial to support increased collaboration and accountability amongst staff across all grades and subjects in order to increase overall student achievement in the school.

For the 2013-2014 school year, the principal must decide what assessments will be used with SLOs for all grades/subjects in their building for the State growth or other comparable measures subcomponent for the upcoming school year by the opening day of classes, and by August 15 of all subsequent years of this plan. If the principal does not decide by the date specified, the NYCDOE must use a school-wide measure based on State assessments administered within the school building. If no State assessments are administered within the school building, then the Chancellor must determine what State-approved third party assessment will be used with SLOs for teachers in those particular grades/subjects for the other comparable growth measures subcomponent. In both of these default situations, the Chancellor must ensure that a measure different from that used in this subcomponent is used for the locally selected measures subcomponent.

I have also considered the parties' arguments and will not impose controls for Task 2. Targets may be set using a variety of student

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<sup>6</sup> Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers, EDUCATION RESEARCH SERVICES, [http://www.lesn.appstate.edu/olson/RES5080/Components/Articles\\_used\\_in\\_5080/Pruthero%20Improving\\_teaching\\_and\\_learning\\_with\\_databased\\_decisions.pdf](http://www.lesn.appstate.edu/olson/RES5080/Components/Articles_used_in_5080/Pruthero%20Improving_teaching_and_learning_with_databased_decisions.pdf) (Oct. 21, 2009).

characteristics to take into consideration all aspects of teaching, whether it be when developing long-term unit plans and daily lesson plans or when setting goals for students. The inclusion of these characteristics at the outset of the school year when creating SLOs will allow a teacher to plan for the growth of all of the students, based on their diverse and individualized needs, in their classrooms (see Research Appendix on Controls). Research supports the notion that educators should use as much baseline data as possible to set their SLO targets to ensure that each student has a rigorous and ambitious target that is set for them, rather than make any assumptions about potential growth based on certain student characteristics that may or may not have any impact on the academic growth of the student in question.

Alternatively, principals - responsible for approving SLOs that teachers have proposed - may require teacher use of NYC-generated growth scores calculated using prior academic history, ELL status, students with disabilities ("SWD") status and poverty, with additional variables allowable under Education Law §3012-c added in future years for the creation of SLO targets.

Based on approved plans for other school districts in the State and training provided by the State on SLOs, I also impose the process for assigning points that is described in Task 2 of the attached Review Room submission for this subcomponent.



All applicable SLO rules must be followed in this Task and therefore, as part of this decision, I impose the standards and procedures set forth in Task 2 of the attached Review Room submission, and any attachments thereto, including the assurances contained in Task 2, in order to ensure full implementation of the NYCDOE's APPR plan.

### **Task 3- Locally Selected Measures (Teachers)**

In its Review Room submission, UFT seeks to establish a "UFT Policy Committee" which would be responsible for all decision-making and policy-making related to aspects of the NYCDOE's APPR plan, including the selection of measures for the locally selected measures subcomponent. Their submission then states that each individual school and program would establish a school-based measures of student learning committee ("school-based committee"), which would be responsible for selection of the assessments used for the locally selected measures subcomponent. UFT then indicates that the school-based committee shall select one of the following four options to be used for the locally selected measures subcomponent: (1) student learning tasks; (2) approved 3<sup>rd</sup> party assessments; (3) group measures from a menu approved by the Policy Committee; or (4) student learning portfolios.

For measures other than group measures, UFT takes the position that the teacher must administer a baseline assessment, set a target for the student, taking certain factors into consideration, and share the target with the principal. The teacher's preliminary score for the locally

selected measure shall be determined based on the percentage of students who meet or exceed their targets. If the teacher is using more than one class/course, then the percentage of students who met targets shall be combined. The UFT then suggests that for group measures, targets shall be set by the Policy Committee using growth models.

NYCDOE's submission indicates that principals will select the measures for the locally selected measures subcomponent based on one of the following options: (1) NYC performance assessment; (2) approved 3<sup>rd</sup> party assessments; (3) group measures based on State assessment results; or (4) the same assessment but a different measure than that used in the State growth/comparable measures subcomponent. NYCDOE also indicates that it will create growth models to calculate the scores on the locally selected measures of student achievement/growth for teachers, which will adjust for the following student characteristics: English language learner status, students with disabilities status, student poverty, and entering performance.

I reject UFT's proposal that a Policy Committee be established because I am imposing a default evaluation system throughout all Tasks of NYCDOE's APPR plan. Establishment of multiple layers of additional process that must be followed before decisions are made on the assessments to be used in evaluating teachers would only serve to delay implementation and would intrude upon the Chancellor's authority to determine district-wide educational policies. However, after considering all relevant factors, including the significant size and diversity of the NYC school district, I

adopt UFT's position that there must be a "school-based measures of student learning committee" responsible for the selection of the measures for the locally selected measures subcomponent and how the measures will be used. The school committee shall have 8 members; 4 selected by the chapter leader of the UFT and 4 selected by the principal of the school. Due to the size of the NYCDOE, it is imperative that each school be given the flexibility to set its own measures while allowing for input from both teachers and the administrators.

All decisions of the school-based committee must be recommended to the principal following the rules set forth in the attached Review Room document.

For all teachers who receive a State-provided growth (or value-added) score for the State Growth subcomponent, the locally-selected measures subcomponent must use a NYCDOE-developed performance assessment as described in Task 2, if such assessment has been created by the NYCDOE for that grade/subject.

If a performance assessment has not been developed by the NYCDOE by August 1 of that school year for a teacher in these grades/subjects, then the principal and the school-based committee must select one or more of the following options: (1) student achievement target on any state-approved third party assessments selected by the Chancellor by August 1 as an allowable option for use in teacher evaluations for these grades/subjects; (2) student achievement target on State assessments

provided that a different measure is used than that used for the State Growth or Other Comparable Measures subcomponent (e.g., performance of lowest-performing students); and/or (3) a school-wide measure of either student growth or achievement based on either (i) a State-provided student growth score covering all students in the school that took the 4-8 ELA or Math State assessments, or (ii) a school-wide measure of student growth or achievement computed in a manner determined by the NYCDOE based on a State assessment, a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor by August 1 as an allowable option for use in teacher evaluations for these grades/subjects, or a NYCDOE developed performance assessment.

For all other teachers who do not receive a State-provided growth (or value-added) score for the State growth or other comparable measures subcomponent (i.e., teachers outside of grades 4-8 ELA or Math), the following are allowable options from which the principal and the school committee to select from: (1) student achievement target on any NYCDOE-developed performance assessment that has been developed by August 1 for a particular grade/subject; (2) student achievement target on any state-approved third party assessments selected by the Chancellor by August 1 as an allowable option for use in teacher evaluations for these grades/subjects; (3) student achievement target on State assessments provided that any measure used for this subcomponent is different than the measure used for the State Growth subcomponent (e.g., performance of lowest-performing students); and/or (4) a school-wide measure of either student growth or achievement based on either (i) a State-provided student

growth score covering all students in the school that took the 4-8 ELA or Math State assessments or (ii) a school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3<sup>rd</sup> party, or NYCDOE developed performance assessment.

All decisions of the school-based committee must be recommended to the principal, who shall either accept or reject the recommendations of the committee. For the 2013-2014 school year only, the principal must decide what measures will be used for the upcoming school year by the opening day of classes and by August 15 of all subsequent years of this plan.

For the 2013-2014 school year, if the principal and the school-based committee do not ultimately select a locally selected measure for a grade/subject by the date of the opening of classes and by August 15 of all subsequent years of this plan, as described above, then the locally selected measure for such grade/subject shall be a school-wide measure of student growth using a State-provided student growth score covering all students in the school that took the State assessment in English language arts or mathematics in grades 4-8 (see Research Appendix on school-wide measures). If the school-wide measure of growth using the State-provided growth score is not available, then the locally selected measure for such grade/subject must be a school-wide measure of student growth based on all applicable assessments used within the building for evaluating teachers in the State Growth or Other Comparable Measures subcomponent which shall include the NYCDOE performance assessments, if developed by August 1 of

the applicable school year, and/or approved 3<sup>rd</sup> party assessments, and/or State assessments. This measure shall be based on the school-wide average of the percentage of students having met or exceeded their individual growth targets (where applicable) on all of the applicable State, Regents, State-approved third-party, and/or NYCDOE-developed performance assessments administered for the State Growth or Other Comparable Measures subcomponent. In both of these default situations, the Chancellor must ensure that a measure different from that used in this subcomponent is used for the Student Growth or Other Comparable Measures subcomponent.

I have considered the parties positions on controls and I have not imposed any controls for Task 3 (see Discussion of use of controls in Task 2). Instead, I recommend that the NYCDOE consider prior academic history and as much baseline data as is available, including historical trends, when setting individual growth and achievement goals/targets for its students. Additionally, for the back-up option where agreement cannot be reached - school-wide measure based on student growth - the measure relies on the percentage of students school-wide who have met or exceeded their individual SLO growth targets; as such, the control factors would have already been taken into consideration when the original SLOs were set for the State growth or Other Comparable Measures subcomponent.

I also impose the process for assigning points described in Task 3 of the attached Review Room submission, which is consistent with other approved APPR plans in the state.

If there is more than one locally selected measure for a grade/subject across the district (e.g., one measure is utilized for some of the district's fifth grade math classes and another measure is utilized for the other fifth grade math classes in the district), the Chancellor shall provide the Commissioner with a signed certification by August 30<sup>th</sup> that such measures are comparable, in accordance with the Testing Standards, as required by §30-2.5[c][3][iii] of the Rules of the Board of Regents.

All applicable SLO rules must be followed in this Task and therefore, as part of this decision, I impose the standards and procedures set forth in Task 3 of the attached Review Room submission, and any attachments thereto, including the assurances contained in Task 3, in order to ensure full implementation of the NYCDOE's APPR plan.

#### **Task 4- Other Measures of Effectiveness (Teachers)**

The NYCDOE proposes to allocate 60 points to observations using Danielson's *Framework for Teaching, 2013 Edition* for its rubric, using all of the domains, but only some of the components. They also contemplate the use of observations, including peer observations, and surveys for teachers in certain grades and subjects.

The UFT seeks to use all components of the *Danielson Framework for Teaching, 2011 Edition*. UFT would allocate 40 points to observations and 20 points to structured reviews of lesson plans, student portfolios, and

other teacher artifacts. Both parties seek two formal observations only for both probationary and tenured teachers.

After considering the parties' respective positions and the best interests of the students, the evidence and testimony adduced at the arbitration hearing, and all relevant factors, I determine that the following standards and procedures are necessary to implement the "Other Measures of Teacher Effectiveness" subcomponent of NYCDOE's APPR plan.

I impose the newly revised Danielson rubric, *Framework for Teaching, 2013 Edition*, as requested by NYCDOE. Teacher effectiveness must be linked to ensuring that students can meet the Common Core Standards adopted by the Board of Regents in July 2010.<sup>7</sup> While this rubric has the same framework as the 2011 edition, which is currently being used in the district, this updated version responds to the instructional shifts required of teachers due to the transition to the Common Core in New York State.

NYCDOE must use all four domains and all 22 components of Danielson's *Framework for Teaching, 2013 Edition* for its rubric. As Janella Hinds, UFT Vice President, testified at the hearing, all 22 components work

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<sup>7</sup> In July 2010, the Board of Regents adopted the Common Core Standards. The Common Core Standards are internationally-benchmarked and evidence-based standards. These standards serve as a consistent set of expectations for what students should learn and be able to do, so that we can ensure that every student across New York State is on track for college and career readiness. These standards provide educators with an opportunity to shift their instructional practices to be more consistently aligned with what research tells us brings deep learning for students, resulting in higher performance relative to the goal of college and career readiness. It will not be possible to implement the Common



together to improve teacher practice and provide for adequate reflection and engagement. For teachers in grades K-2, all 60 points are allocated to multiple classroom observations, as described below. For grades 3-5 and secondary teachers (grades 6-12), for the 2013-2014 school year, the NYCDOE shall conduct a one-year district-wide pilot for these grades and subjects using the Tripod survey, for formative purposes only. Beginning in the 2014-2015 school year, for grades 3-5 and secondary teachers (grades 6-12), 55 of the 60 points must be allocated to multiple classroom observations and 5 points must be based on NYCDOE's use of the Tripod survey (where applicable), as described below.

The Tripod survey "captures key dimensions of classroom life and teaching practice as students experience them."<sup>8</sup> Student perspectives can provide useful information about patterns of teaching effectiveness, ideally in combination with other measures. The Tripod framework "generates information both about how students experience teaching practices and learning conditions in the classroom, as well as information about how students assess their own engagement."<sup>9</sup> This survey will "enable decision-makers at every level to focus priorities and track progress, helping to ensure that investments in professional development and school improvement produce positive results."<sup>10</sup> (see Research Appendix on surveys/

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Core in our classrooms and schools without ensuring we have educators who are receiving evidence-based feedback that ensures they are able to help students meet the Common Core.

<sup>8</sup> Cambridge Education Tripod Survey Assessments can be found at <http://tripodproject.org/wp-content/uploads/2012/03/Flyer-Tripod-2012.pdf>.

<sup>9</sup> Hawaii State Department of Education, Hawaii's Race to the Top Frequently Asked Questions- Tripod Student Surveys (March, 2012).

Tripod Survey). The description of the use of surveys in the attached plan in Review Room incorporates procedures for proper administration.

NYCDOE states in its position paper that "Teachers' ratings on the Danielson rubric have been found to be predictive of teachers' student achievement outcomes and correlated with other measures of teacher effectiveness [and that the] use of the Danielson rubric has been shown to improve teacher quality and student outcomes."<sup>11</sup> Accordingly, as part of the processes and procedures required to implement this subcomponent, NYCDOE must use all domains and all components of the 2013 rubric, rather than using only certain components of the rubric to the exclusion of others. The rubric has been approved by the Department and is validated and was designed to be used in its entirety, and "high levels of teacher performance on the instructional framework as a whole should predict high levels of student learning."<sup>12</sup> While some components may focus more on the in-classroom effectiveness of educators, each component may be observed and may contribute to the complete picture of the educator being evaluated (e.g., planning for instruction), and therefore should not be ignored. The use of the entire rubric ensures that the evaluator can document the full experience of the observation. Therefore, after considering all

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<sup>10</sup> Hawaii State Department of Education, *Hawaii's Race to the Top Frequently Asked Questions- Tripod Student Surveys* (March, 2012).

<sup>11</sup> NYC DOE Position Paper (against UFT), page 4, footnote 7 citing *Measures of Effective Teaching*, 2011; Taylor & Taylor, 2011, "The Effect of Evaluation on Performance: Evidence from Longitudinal Student Achievement Data of Mid-career Teachers."

<sup>12</sup> Charlotte Danielson, *Observing Classroom Practice*, 70:3 EDUCATIONAL LEADERSHIP 32, 33 (Nov. 2012), available at <http://www.danielsongroup.org/ckeditor/ckfinder/userfiles/files/Observing%20Classroom%20Practice%20-%20Educational%20Leadership%20article%20by%20Charlotte%20Danielson.pdf> (last visited May 15, 2013) (emphasis added).

relevant factors, I impose Danielson's *Framework for Teaching, 2013 Edition*, and require that NYCDOE use all domains and components.

### Observations

Observations must be the sole basis of K-2 teachers' 60 point Other Measures of Effectiveness score (and grades 3-5 and 6-12 secondary teachers in 2013-14). For grades 3-5 and 6-12 secondary teachers in 2014-15 and thereafter, 55 of the 60 points for this subcomponent must be based on observations. In rare circumstances where survey results are not available for teachers in grades 3-5 and 6-12 secondary teachers, the default model will be observations for the entire 60 points for these teachers.

Teachers must be provided with an initial planning conference in which they must be given the following choice in the type and frequency of observations during the initial planning conference: either (1) one formal, full period observation and at least three shorter informal observations, lasting a minimum of 15 minutes each, or (2) at least six shorter informal observations, lasting a minimum of 15 minutes each (both parties endorsed the approach of shorter informal observations at the hearing). Based on the testimony of both parties presented at the hearing, I have not imposed a maximum number of observations. Furthermore, Tim Daly, President of The New Teacher Project (TNTP) testified on behalf of NYCDOE - based on the experience of TNTP assisting a variety of states and districts in developing and implementing new evaluation systems - that it would be a mistake to include any maximum number of observations. The

principal has the discretion to choose how many informal observations will be conducted beyond the minimum numbers I have prescribed. At least one informal short observation must be unannounced and the principal has the discretion to conduct all informal short observations as unannounced. I also recommend peer observations/inter-visitation be used for formative purposes. Observations must be completed no later than the last Friday of May of each year absent extraordinary circumstances (e.g., teacher on medical leave; teacher hired mid-year or late-year). Additional informal observations for formative (non-evaluative) purposes are also recommended.

The informal observations must be no less than 15 minutes. For teachers who choose the formal, full-period observation and informal observation option, the evaluator should focus the informal observations on a smaller set of domains (Domains 2 and 3) and their components of Danielson's *Framework for Teaching, 2013 Edition* in order to guide the observation towards the most relevant and common areas of instructional practice observed (although information with respect to Domains 1 and 4 may also be gathered). For teachers who choose the all informal observation option, the evaluator can focus the observations on any domains and their components that are observed. More frequent observations provide an opportunity for an evaluator to gather data on how a teacher's professional development is progressing, and also allow for mitigation of any outliers by providing a broader sampling of a teacher's instructional practice. Meetings are not required after every informal observation. During these observations, any artifacts seen within the classroom (e.g.,

student work and/or assignments) may be considered by the evaluator and scored on the rubric.

However, both observation options must include an initial planning conference at the beginning of the school year. At this initial planning conference, each teacher will formally choose his or her observation option by completing and signing an Evaluation Selection Form - (1) a formal, full-period observation and at least 3 informal observations or (2) at least 6 informal observations. If the teacher chooses to not make a decision during the initial planning conference then the principal shall make the decision as to which option shall be selected. Both observation options shall weight Domains 1 and 4 at 25% and Domains 2 and 3 at 75%. In addition, the observation options must be scored and weighted in accordance with the attached Review Room submission, and any attachments thereto.

The formal observation option must also include a pre-observation conference, which shall be held no less than one school day or a maximum of five school days prior to the formal observation. For teachers who know they intend to choose the formal, full-period observation and informal observation option, the teacher may request to conduct the initial planning conference and the pre-observation conference at the same time. The pre-observation conference is also an opportunity for the teacher to provide up to two teacher artifacts to the evaluator. Therefore, at the initial planning conference, a teacher may elect to also have a pre-observation conducted whereby they will use a pre-observation form in order to lay out

the lesson plan that will be used during the evaluation. For teachers who choose the informal observation only option, the teacher may choose to submit up to two artifacts to be considered by the evaluator at the initial planning conference. Additionally, while not required, it is recommended that evaluators consider having teachers self-assess on the Danielson 2013 framework during the initial planning conference as a part of best practice, and to set formative professional goals (2-4 are recommended) for the school year. It is also recommended that these formative goals align and help leverage SLOs, as applicable, to ensure formative instructional decisions and approaches will support academic improvement for all students.

Initial planning and pre-observation conferences can be an excellent way to focus an evaluator's observation on the most important learning content for the lesson, and to observe how closely the instruction tracks the lesson plan for the day. This is evaluated as part of Domains 1 and 4 of Danielson's *Framework for Teaching, 2013 Edition*.<sup>13</sup> New York State United Teachers (NYSUT) discusses the importance of pre-observation conferences as a means of evaluating those standards that are assessed by these domains as part of its phased approach to teacher evaluations laid out in its TED Handbook.<sup>14</sup>

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<sup>13</sup> The Danielson Group, *The Framework for Teaching*, <http://www.danielsongroup.org/article.aspx?page=frameworkforteaching> (last visited May 15, 2013).

<sup>14</sup> See NYSUT, *Teacher Evaluation and Development Handbook* (2011), p. 1, 18-20, 26, available at [http://www.nysut.org/~media/Files/NYSUT/Resources/2013/April/TED/TED\\_Handbook.pdf](http://www.nysut.org/~media/Files/NYSUT/Resources/2013/April/TED/TED_Handbook.pdf).

Along with the initial planning and pre-observation conferences for the full-period formal observation, a post-observation conference is also required after the full-period formal observation. For informal observations, consistent with NYCDOE's proposal, "the principal shall provide feedback to the teacher through an in-person conversation, in writing, via email or through any other form of communication." In addition, for informal observations, consistent with NYCDOE's proposal, "observation reports must be provided to the teacher and placed in the file within 90 school days of the observation. A teacher's absences shall not count toward the 90-day time frame."

An end of the year summative conference is also required for all teachers regardless of the observation option chosen. These conferences will provide further opportunities for the teacher to provide additional teacher artifacts to the evaluator. More data can lead to a more reliable evaluation, and can help the lead evaluator track the professional development and progress of a teacher over the course of a full instructional period. This may also allow more than one evaluator to assess teacher artifacts using the framework. These post-observation/summative conferences are also the time to extend a meaningful conversation between evaluator and teacher about the ways to improve teaching practice. As expressed by Charlotte Danielson, and contemplated in Domains 1 and 4 of the Framework, the post-observation conference should be a place to engage in a professional dialogue that "invite[s] teachers to reflect on their practice and strengthen it in ways described

by the instructional framework they use"<sup>15</sup>. While not required, if teachers did conduct a formative self-assessment and set formative goals at the start of the school year, it is recommended that the teacher and his/her building principal and/or another trained administrator discuss the results of the goals that were set during the summative end of year conference for professional development purposes only.

All completed rubrics with evidence statements for any formal/informal observations- must be shown to the teacher at the post-observation conference or at the summative end of the year conference, as applicable, so that the teachers are able to keep a record of their own progress and development needs. These forms should be the starting point for a meaningful discussion about the improvement of a teacher's instructional practices. Each teacher, regardless of the option chosen, is able to benefit from this conversation as all teachers are required to have an end of the year summative conference.

Multiple evaluators should be used wherever practicable. As the "Leap Year" report from a study done by TNTP stated, "[w]hen assessing tradeoffs between adding observers and adding observations, the evidence is fairly clear—adding observers gives the greater boost to reliability."<sup>16</sup>

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<sup>15</sup> Charlotte Danielson, *Observing Classroom Practice*, 70:3 EDUCATIONAL LEADERSHIP 32, 35 (Nov. 2012), available at <http://www.danielsongroup.org/ckeditor/ckfinder/userfiles/files/Observing%20Classroom%20Practice%20-%20Educational%20Leadership%20article%20by%20Charlotte%20Danielson.pdf> (last visited May 15, 2013).

<sup>16</sup> TNTP, *Leap Year: Assessing and Supporting Effective First-Year Teachers*, page 5, available at [http://tntp.org/assets/documents/TNTP\\_LeapYear\\_2013.pdf](http://tntp.org/assets/documents/TNTP_LeapYear_2013.pdf) (last visited May 15, 2013).



Multiple evaluators (other trained administrators) can also help mitigate the potential for principal inflation of teacher scores, a significant contributing factor to the problematic pattern in the past of a lack of differentiation in evaluation outcomes.<sup>17</sup>

At their initial planning conference, teachers may select to have observations conducted either in-person and/or by video. However, additional video observations are also recommended for formative (non-evaluative) purposes. Capturing a lesson on video can help both an evaluator and the teacher as it provides opportunities to play back parts of the lesson that are addressed in the 2013 Framework and ensures further opportunities for coaching and development. Videos can also help during a post-observation conference to show a teacher what it is the evaluator saw during the evidence collection period.

### **Surveys**

Multiple measures of effectiveness have been shown to produce the most reliable teacher evaluations. "... [E]valuations were most accurate when they combined value-added data with rigorous classroom observations and surveys of student perceptions. If a school wants to predict a teacher's future success in helping students learn, multiple measures will yield the most accurate results—more accurate than any one measure on its own."<sup>18</sup> For this reason, NYCDOE must, for 5 of the 60 points in this

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<sup>17</sup> See Weisberg, Sexton, Mulhern & Keeling, *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness* (2009) p. 6.

<sup>18</sup> TNTP, *MET Made Simple* p. 5, available at [http://tntp.org/assets/documents/TNTP\\_METMadeSimple\\_2012.pdf](http://tntp.org/assets/documents/TNTP_METMadeSimple_2012.pdf), citing "Gathering Feedback

subcomponent, use the Tripod survey tools for grades 3-5 and secondary teachers (grades 6-12) beginning in 2014-15. The Chancellor shall set the survey administration dates for each school and the principal shall select the classes in which to administer the survey in the manner and timeframe prescribed in the attached Review Room submission. NYCDOE has experience with the Tripod survey tool, and a portion of NYC schools participating in a pilot program and the MET study are familiar with the survey tool.<sup>19</sup> "Student perception surveys provide a reliable indicator of the learning environment and give voice to the intended beneficiaries of instruction."<sup>20</sup> "... [S]tudent surveys are now used for feedback and evaluation by the New Teacher Center, TNTP (formerly The New Teacher Project), and such charter management organizations as Aspire Public Schools and Green Dot Public Schools."<sup>21</sup> NYCDOE also points out in its position paper that Tripod is widely used in urban areas throughout the country, including Memphis, Syracuse, and Hillsborough, and is being piloted for use in Arizona, Colorado, North Carolina, Georgia, Pittsburg, Chicago and Los Angeles, and that external organizations, including Educators for Excellence and

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for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains." (2012). The Bill and Melinda Gates Foundation, p. 9, available at [http://www.metproject.org/downloads/MET\\_Gathering\\_Feedback\\_Practitioner\\_Brief.pdf](http://www.metproject.org/downloads/MET_Gathering_Feedback_Practitioner_Brief.pdf).

<sup>19</sup> NYC DOE Position Paper (against UFT), page 6, footnote 17.

<sup>20</sup> MET The Bill and Melinda Gates Foundation. *Ensuring Fair and Reliable Measures of Effective Teaching*, (2013) pg. 20. ; available at [http://www.metproject.org/downloads/MET\\_Ensuring\\_Fair\\_and\\_Reliable\\_Measures\\_Practitioner\\_Brief.pdf](http://www.metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf).

<sup>21</sup> MET: The Bill and Melinda Gates Foundation, *Asking Students about Teaching: Student Perception Surveys and their Implementation*, September 2012, pg. 2.1; available at [http://www.metproject.org/downloads/Asking\\_Students\\_Summary\\_Doc.pdf](http://www.metproject.org/downloads/Asking_Students_Summary_Doc.pdf).

Advocates for Children, have supported the use of surveys in teacher evaluation.<sup>22</sup>

Surveys can also aid teachers with additional targeted and immediate feedback on their instructional practices from the people who spend the most time with them: the students. The researchers at TNTP explain why they used survey tools in their Assessment of Classroom Effectiveness (ACE) project:

We included student surveys for a few reasons. Student achievement data were not readily available for many of our teachers, and we felt it was critical to include a measure of their impact on students in ACE. Student surveys were a way for us to access that information, by asking the people who knew their teaching best--students. Students see teachers throughout the year, whereas observations are based on snapshots of teaching. In addition, sharing student feedback with teachers was another way to provide significant insights into development for some of our teachers.<sup>23</sup>

As the MET Project study concluded, "the average student knows effective teaching when he or she experiences it."<sup>24</sup> In any other profession, if a consumer or client is unhappy with the outcome of a service they can simply choose not to return to that business or choose not to use that professional for their services in the future. Our

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<sup>22</sup> NYC DOE Position Paper (against UFT), page 6, footnote 16; NYC DOE Position Paper (against UFT), page 6; Advocates for Children of New York position letter dated May 14, 2013.

<sup>23</sup> TNTP, *Leap Year*,; Page 6; available at <http://tntp.org/ideas-and-innovations/view/leap-year-assessing-and-supporting-effective-first-year-teachers>.

<sup>24</sup> The Bill and Melinda Gates Foundation. "Learning About Teaching: Initial Findings from the Measures of Effective Teaching Project" (2010). Page 5, available at [http://www.metproject.org/downloads/Preliminary\\_Finding-Policy\\_Brief.pdf](http://www.metproject.org/downloads/Preliminary_Finding-Policy_Brief.pdf).

children do not have this luxury. It is up to us to guarantee they are being taught by qualified, effective individuals receiving regular high-quality, actionable feedback based on multiple measures to continuously improve their performance. To that end, it is critical to include student feedback in an evaluation system so our children do have a voice and their experiences in the classroom are taken into consideration when evaluating our teachers.

I impose the standards and procedures set forth in Task 4 of the attached Review Room submission, and any attachments thereto, including the assurances contained in Task 4 and the process for assigning points in this subcomponent, in order to ensure full implementation of the NYCDOE's APPR Plan.

#### **Task 5- Composite Scores (Teachers)**

NYCDOE's Review Room submission provides the following scoring bands for the 60 point "Other Measures" subcomponent for teachers: Highly Effective (53-60); Effective (43-52); Developing (37-42); Ineffective (0-36). UFT's Review Room submission provides the following scoring ranges for the 60 point "Other Measures" subcomponent for teachers: Highly Effective (59-60); Effective (57-58); Developing (55-56); Ineffective (0-54).

Pursuant to my Counsel's letter to all parties dated May 3, 2013, I indicated that I would be reviewing the current scoring ranges for the

State growth or other comparable measures and the locally selected measures subcomponents and the scoring ranges for the overall composite score. I asked all parties to submit their positions on recommended scoring ranges and the process for assigning points to such scoring ranges for each of the subcomponents. UFT did not submit alternative scoring ranges. NYCDOE submitted alternative scoring ranges on page 10 of its position paper.

During the hearing, the parties appeared to agree that the legislative intent of Education Law §3012-c was to require multiple measures of teacher effectiveness in a rating (40% based on student learning and 60% based on other measures of teacher effectiveness). In addition, the parties indicated in their testimony - consistent with legislative intent - that all teachers rated ineffective in both measures of student learning subcomponents must be determined to be ineffective regardless of their score on the Other Measures subcomponent.

Recognizing that a teacher's overall composite score must incorporate multiple measures of effectiveness and using my authority to impose the process for assigning points for each of the subcomponents on NYCDOE for the 2013-2014 school year and thereafter, I accept NYCDOE's argument for more refined alternative scoring ranges that are proportional to the subcomponents. As a result, I hereby impose on NYCDOE the alternative scoring ranges for all subcomponents, as described in Task 5 of the attached Review Room submission and the attachments thereto.

However, if the Board of Regents adopts NYCDOE's proposed alternative scoring ranges (as described on page of 10 in their position paper) I impose these ranges on the NYCDOE effective on the date of the Board of Regents adoption of such ranges.

In addition, if any educator is rated ineffective in both the State growth and other comparable measures and locally selected measures subcomponents, he/she must be rated ineffective overall in accordance with the legislative intent of Education Law §3012-c. In addition, the overall composite scoring ranges prescribed in Education Law §3012-c(2)(a) for the 2012-2013 school year remain in effect, unless the Board of Regents adopts the alternative overall composite scoring bands recommended by NYCDOE.

#### **Task 6 - Additional Requirements (Teachers)**

##### **Teacher Improvement Plans (TIPs)**

In its position paper, NYCDOE argues that the TIP should be created by the principal or his/her designee for all teachers who receive an annual rating of ineffective or developing in the preceding school year and that any teacher rated ineffective who disagrees with the content of their TIP may request, in writing, a meeting with the rating officer or his/her designee. The request must include the teacher's reasons for specific changes to the TIP and must be submitted within 3 days of receipt of the TIP. The rating officer shall issue a final TIP no later than 15 school days after such meeting.

The UFT takes the position, among other things, that a teacher rated developing or ineffective should receive "a 10 school months long plan" that must include no more than 4 areas of growth, no more than 3 goals per area of growth and no more than 20 total action steps for each area of growth. UFT would have the Policy Committee establish a menu of allowable goals and objectives and action steps per goal and objective. For teachers rated developing, the principal will create the TIP. For teachers rated ineffective, UFT urges the principal to seek input from the teacher as to the content of the TIP at the first professional conference. The UFT also indicates in its position paper that if a teacher is not satisfied with the TIP created by the principal and has not been able to obtain revisions at the school level, the teacher can submit a written request to the UFT district representative for modifications.

I have considered the parties' respective positions articulated in their position papers and memoranda of law, as well as the evidence and testimony adduced at the arbitration hearing. The description of the TIP process submitted by both parties, and particularly NYCDOE, is lacking in detail for purposes of full implementation. Rather than adopt the TIP process proposed by either party, both of which are incomplete and inadequate to assure full implementation of TIPs, I determine that the following standards and procedures are necessary to implement TIPs as part of NYCDOE's APPR plan, are consistent with Education Law §3012-c(4), the APPR regulations, and other APPR plans approved by the Commissioner pursuant to Education Law §3012-c(2)(k), and are in the best interests of the students of the school district. I note that the plan imposed

balances the parties' interests in meaningful participation and feedback on instructional practice that is also fair, timely and efficient and is in conformance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents ("regulations").

In so doing, I reject UFT's proposal to limit the number of identified areas of growth or goals per area of growth and to establish a centralized Policy Committee that would have prescribed menus of goals/objectives and action steps per goal/objective. Those are matters that could have been collectively bargained and were not, and I decline to add another layer of process that would delay implementation of the NYC APPR. Fundamentally, a TIP should be individualized to address all of a teacher's needed areas of improvement and should be developed by the principal after consultation with the teacher. I also reject NYCDOE's proposal to have the principal develop the TIP for a teacher rated ineffective without first consulting with the teacher, and only require a meeting if the teacher disagrees with the TIP. The TIP should be developed through a consultative process. Accordingly, the TIP process I am prescribing, which applies to teachers rated Ineffective or Developing, requires:

Pursuant to Education Law §3012-c, teachers will receive their TIP within ten (10) school days from the opening of classes for the school year following the school year in which the teacher was rated "developing" or "ineffective" in accordance with Education Law §3012-c.



For teachers rated ineffective, to the extent practicable, the teachers shall have an in-person meeting with their supervisor within ten (10) school days, and in no case shall this meeting occur later than 10 additional school days.

I also reject the UFT's proposal that teachers who receive a TIP should not be observed for 90 days. As NYCDOE indicates in its post-hearing memorandum of law, given that these are the teachers who need the most attention, they need immediate support and evaluation (p. 17, 18). I further reject the UFT's proposal to provide for an appeal of the TIP to a UFT representative, but the TIP process I am prescribing does give the teacher the right to have a union representative present at the TIP planning meeting (required for ineffective, if requested for developing). In addition, such processes as set forth in the Review Room document provide for a minimum of 3 TIP-related meetings (the initial planning conference and/or pre-conference meeting, one follow-up meeting during the school year and the end of year summative conference).

The purpose of a TIP is to assist the teacher to work to his or her fullest potential. The TIP is a vehicle for providing needed resources, assistance and feedback to the teacher and establishes a timeline for assessing his/her overall effectiveness. The TIP should in no way be construed as disciplinary in nature and should be seen by all parties involved as a way to improve educator effectiveness and student learning through professional development.

Accordingly, all TIPs must be on the form included in Task 6 and must be implemented in accordance with Task 6 of the Attached Review Room Submission to this decision.

### **Training and Certification of Lead Evaluators and Evaluators**

NYCDOE indicates in its Review Room submission that lead evaluators will be defined as principals. It further provides that to be certified, all lead evaluators must participate in informational webinars, norming and calibration training, and the standardized central training on the core components of Education Law §3012-c which includes multi-day training on the 9 required elements of training described in section 30-2.9 of the Rules of the Board of Regents. In addition, NYCDOE indicates that evaluators will participate in additional school leader training, network support, and other differentiated supports, including visits from a trained talent coach during the first year of implementation (2013-2014) to confirm ongoing inter-rater reliability. NYCDOE further indicates that lead evaluators will be re-trained and re-certified annually to ensure ongoing inter-rater reliability. The NYCDOE also directs me to Appendix C of the training plan the Chancellor submitted to me on February 22, 2013, for the duration, content and outcome of the training sessions it will hold to implement its APPR plan, in response to my request for an implementation plan when it failed to have an approved APPR plan by the January 17, 2013 statutory State aid deadline.

UFT does not provide any details on a training plan, however, it indicated that teachers should be given additional professional

development, including school-level meetings, work sessions and study groups on full integration of the 22 components of the Danielson rubric.

I accept NYCDOE's training plan and further require that the NYCDOE adhere to its training plan for both administrators and teachers in Appendix C of the NYCDOE's §3012-c implementation plan (NYCDOE Ex. 13), to the extent it conforms with the contents of this APPR plan and require that evaluators and lead evaluators be trained annually on the 9 required elements of training as described in section 30-2.9 of the Rules of the Board of Regents. In addition, training must be conducted on the administration, use, security, and application of results from the State-approved Tripod survey(s) selected for pilot/use in the Other Measures subcomponent for teachers; the administration of any State-approved third-party assessment(s) selected by the Chancellor (if applicable); and evaluators must be trained on the use of the 22 components of the 2013 Danielson rubric.

### **Appeals - Teachers**

Education Law §3012-c(5-a), enacted as part of Chapter 21 of the Laws of 2012, applies specifically to the appeals process for teachers in NYC. I have considered the parties' respective positions, as well as the evidence and testimony adduced at the arbitration hearing. It is clear that the parties disagree over most of the procedures to be utilized in implementing an APPR appeals process for teachers. For example, NYCDOE would limit both Chancellor's appeals and panel appeals to teachers with ineffective ratings; UFT would permit Chancellor's appeals for teachers

rated both developing and ineffective and would limit panel appeals to those rated ineffective. NYCDOE would require that hearings be limited to a total of 4 hours, be held year-round (including summer) and that the appeals process be "timely and expeditious"; UFT would require that hearings be limited to a total of 8 hours (4 hours per side), conducted during the regular school year only, and scheduled by NYCDOE within one school year of receiving the appeal.

Based on the evidence presented, the scope of the parties' disagreement, the requirements of Education Law §3012-c(5-a) and upon consideration of all relevant factors, I conclude that the NYCDOE appeals process for teachers must be timely and expeditious and consistent with all applicable provisions of Education Law §3012-c(5-a). NYCDOE and UFT shall adhere to all requirements of Education Law §3012-c(5-a). To the extent the parties urge that I modify the procedures prescribed by the Legislature in Education Law §3012-c(5-a), I decline to do so. Education Law §3012-c(5-a) was enacted to codify appeals procedures that were purportedly agreed upon by the parties at that point in time in an effort to resolve the impasse in negotiations over the APPR. Those appeals procedures are binding upon the parties and can only be modified through collective negotiations.

However, Education Law §3012-c(5-a) is silent about key aspects of the procedures to be followed in a panel appeal and in a Chancellor's appeal, particularly about the time frames for various stages of the appeals. The NYCDOE appeals process for teachers must be timely and

expeditious and consistent with all applicable provisions of Education Law §3012-c and the regulations. To accomplish that goal, after considering the evidence presented, I conclude that in addition to the procedures prescribed by Education Law §3012-c(5-a) the following standards and procedures are necessary to fully implement an appeals process for teachers as part of NYCDOE's APPR plan and are in the best interests of the students of the school district. I note that these procedures imposed balance the parties' interests in fair resolution of disputes in a timely and expeditious manner.

In accordance with Education Law §3012-c, the regulations, and Education Law §3012-c(5-a), teachers who receive an ineffective rating, and only an ineffective rating, may file an appeal as described below:

(1) Chancellor's Appeals:

Year One Status: A teacher who did not receive an ineffective rating in the APPR for the prior school year is in year one status.

Chancellor's Appeals of Ineffective Ratings Only: A teacher who is rated ineffective for a school year in which the teacher has year one status shall have a right to appeal that rating to the Chancellor, who shall make a final determination, unless an appeal is initiated to a three-member panel as described below. Any ineffective rating not appealed to the panel may be appealed by the individual teacher to the Chancellor.

Scope of Chancellor's Appeals: The scope of Chancellor's appeals shall be limited to: (1) the substance of the APPR; (2) the school district's adherence to the standards and methodologies required for such reviews pursuant to §3012-c; and (3) the adherence to the regulations of the Commissioner; (4) compliance with any applicable locally negotiated procedures; and (5) the school district's issuance and/or implementation of the terms of the TIP.

Prohibition Against More Than One Chancellor's Appeal: A teacher may not file multiple Chancellor's appeals regarding the same APPR or TIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof: In a Chancellor's appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the teacher seeks relief.

Timeframe for Filing an Appeal: Chancellor's appeals must be filed within 10 school days of November 1 and the failure to commence an appeal within this timeframe shall be deemed a waiver of the right to appeal. The teacher must submit a detailed written description of the specific areas of disagreement over his or her APPR, or the issuance and/or implementation of the terms of his or her TIP and any additional documents

or materials relevant to the appeal. The APPR and/or TIP being challenged must also be submitted with the appeal.

Timeframe for NYCDOE Response: Within 15 school days prior to the date of the appeal hearing, NYCDOE must provide a written response to the appeal and any additional documents or written materials specific to the point(s) of disagreement that support NYCDOE's response and are relevant to the resolution of the appeal. Any information not submitted at the time the appeal is filed, or at the time the response to the appeal is filed, shall not be considered in the deliberations related to the resolution of the appeal.

Scheduling and Conducting Chancellor's Appeals: NYCDOE must schedule all Chancellor's appeals to occur within the school year in which they are filed, including summer and excluding recess periods. The hearings will be heard by the Chancellor or the Chancellor's designee and will last no more than 4 hours, with each side having up to 2 hours to present its case. Cross-examination shall count toward the cross-examining party's 2 hours. Breaks requested by either party during the hearing shall count against the requesting party's 2 hours. The rating officer, at his/her option, may appear in-person or via video conference (to the extent practicable) or telephone (if video conference not practicable) in all appeals; the teacher and all witnesses shall appear in person.

Decision on Appeal: A decision shall be rendered by the Chancellor or the Chancellor's designee, except that an appeal may not be decided by

the same individual who was responsible for making the final rating decision. The decision shall be issued no later than 30 calendar days from the date of the hearing. The decision shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as NYCDOE's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the Chancellor or designee may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of a TIP, if that person is different. Such decision shall be final.

(2) Panel Appeals:

Scope of Panel Appeals: The scope of panel appeals is limited to whether or not the ineffective rating was due to harassment or reasons not related to job performance. Any ineffective rating that is appealed to the panel may not be appealed to the Chancellor.

Initiation of Panel Appeals: In accordance with Education Law §3012-c(5-a), the UFT may appeal to a three-member panel the ineffective ratings



of up to 13 percent of teachers who received such ineffective ratings for a school year, as determined by UFT.

Prohibition Against More Than One Appeal: The UFT may not file multiple panel appeals regarding the ineffective rating. All grounds for a panel appeal must be raised with specificity within one appeal. Any grounds not raised at the time the panel appeal is filed shall be deemed waived.

Composition of Panel: The 3-member panel shall consist of a person selected by the UFT; a person selected by the Chancellor of the NYCDOE; and an independent person who is not affiliated with the UFT or NYCDOE and is selected by the New York State Education Department (NYSED). The panel member selected by NYSED shall be the chair of the panel and shall conduct the panel appeal hearing.

Notification of Ineffective Ratings, Determination of 13 Percent, and Commencement of Panel Appeals: The Chancellor shall notify the UFT of all ineffective ratings. NYCDOE shall make all reasonable efforts to issue ratings and notify the UFT of ineffective ratings by October first of each school year. Each school year, if the UFT is notified of an ineffective rating prior to October first, a panel appeal of that rating must be initiated by the UFT by November first, provided that no more than 13 percent of these ratings, as identified by the UFT, may be appealed to the panel.

Neither party has fully fleshed out a recommended procedure for assuring compliance with the 13% limit on appeals to a panel where the Chancellor notifies the UFT of an ineffective rating after October 1. UFT proposes that the union select up to 13% of the teachers who received an ineffective rating to appeal to the panel. NYCDOE agrees that UFT may identify, by November 1, up to 13% of the ineffective ratings to heard by a panel. Neither party directly addresses the process for applying the 13% limit where the Chancellor fails to submit the ineffective ratings by the October 1 deadline. Accordingly, I accept UFT's proposal that the union select for appeal to a panel a total of not more than 13% of the total number of ineffective ratings for which notification is submitted by the Chancellor each school year. Where the Chancellor notifies UFT of an ineffective rating after October 1, and the number of ineffective ratings for which notice was provided prior to October 1 is not sufficient to constitute 13% of the total annual number of ineffective ratings, the UFT shall notify the Chancellor within 10 school days of the Chancellor's notification of its intent to appeal such rating to a panel, and shall commence such appeal within 30 days of its receipt of the rating.

Failure to commence a panel appeal within these timeframes shall be deemed a waiver of the right to appeal. UFT must submit a detailed written description of the specific grounds for the claim that the ineffective rating was given due to harassment or reasons not related to job performance and any additional documents or materials relevant to the appeal. The APPR containing the ineffective rating being challenged must also be submitted with the appeal.

Burden of Proof: The UFT must demonstrate a clear legal right to the relief requested and the burden of establishing the facts upon which relief is sought.

Timeframe for NYCDOE Response: Within 15 school days prior to the date of the panel hearing, NYCDOE must provide a written response to the appeal and any additional documents or written materials specific to the point(s) of disagreement that support NYCDOE's response and are relevant to the resolution of the appeal. Any information not submitted at the time the response to the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Scheduling and Conducting Panel Hearings: NYCDOE must schedule all panel hearings to occur within the school year in which they are filed, including summer and excluding recess periods. Panel hearings will last no more than 4 hours, with each side having up to 2 hours to present its case, except that the panel may extend these time periods under extenuating circumstances where necessary to afford both parties a full and fair opportunity to present their cases. Cross-examination shall count toward the cross-examining party's 2 hours. Breaks requested by either party during the hearing shall count against the requesting party's 2 hours. The rating officer, at his/her option, may appear in-person or via video conference (to the extent practicable) or via telephone (if video conference not practicable) in all appeals; the teacher and all witnesses shall appear in person.

Panel Decision: A decision shall be issued by the panel no later than 30 calendar days from the date of the hearing. The decision shall be based on a written record, comprised of the UFT's appeal papers and any documentary evidence accompanying the appeal, as well as NYCDOE's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the UFT's appeal. The panel's decision shall be final and a copy of the decision shall be provided to the UFT, the teacher, and the evaluator. If the panel sustains the appeal, the principal must submit to the panel a different rating, which must be approved by the panel within 10 school days of receipt of the principal's rating.

In addition, the terms and conditions of the independent validator observations, pursuant to Education Law §3012-c(5-a)(e), must be negotiated. Such procedures, terms and conditions are therefore prescribed below in order to ensure that the standards and procedures for the APPR plan can be implemented:

Observations: The independent validator shall be assigned to evaluate any teacher in "year two" status, as defined in Education Law §3012-c(5-a). The independent validator shall conduct three informal observations during the course of the school year, all of which may be unannounced and use the Danielson 2013 rubric and use all domains and components of the rubric as described in Task 4. Such observations shall

occur no less than 20 school days apart. Each observation shall be a full period. Such observations may be in person or conducted by video. Based on the testimony at the hearing, I find that to avoid any bias there shall be no communication between the teacher or supervisor and the independent validator relating to the APPR. Written ratings and assessments must be shared with the teacher and principal at the conclusion of the rating period, on a date prescribed by the Chancellor.

If any procedural details are not addressed in this decision and are needed to implement the Chancellor's appeals or the panel appeals pursuant to Education Law §3012-c(5-a), the NYCDOE may use any existing collectively bargained procedures for appeals to the Chancellor from unsatisfactory ratings provided that such procedures are not inconsistent with this decision, and are needed to fully implement this APPR plan.

#### **Streamlined Process to Resolve APPR Compliance Issues**

UFT also requested in their Review Room submission that I impose expedited arbitration in addition to the 175 arbitration days allotted to UFT pursuant to their collective bargaining agreement with NYCDOE. They request 10 expedited arbitrations per day (for 1 hour each), with a maximum of 10 expedited arbitration days per month, exclusive of July and August - for a total of 100 expedited arbitration days or 1000 expedited arbitration slots. During the testimony of both parties at the hearing, it became clear that the issue of arbitration days is one of the main issues that has thwarted any agreement on an APPR for the City of New York. It is also clear that due to the size of the NYCDOE and the scope

of change in the interactions between administrators and teachers envisioned in the new evaluation system, a streamlined process to resolve APPR compliance issues will be needed to ensure full implementation of this APPR plan.

Accordingly, I asked both parties at the hearing to summarize the history of their respective negotiating positions on this issue. UFT has indicated that in January 2013 they requested 250 expedited arbitration slots and believed that NYCDOE's negotiators had accepted that request. They now request 1,000 slots. NYCDOE now proposes 0 slots, but asserted that their "last best offer" to UFT on this issue was 150 expedited arbitration slots. In its Memorandum of Law submitted on May 31, 2013, NYCDOE argued that the imposition of expedited arbitration days exceeds the scope of the Commissioner's authority in this matter. I agree with NYCDOE that simply increasing the number of arbitration days available under the collective bargaining agreement would exceed the scope of this arbitration. However, as described above, the NYCDOE acknowledged in the hearing that there is need for a process to manage the inevitable APPR compliance disputes, though they cast it as a need for some form of communication process (see Tr. at pp. 424-426); though it did not address the potential terms of such a process at the hearing or in its Memorandum of Law. Due to the fact that NYC has over 75,000 teachers and approximately 1,700 schools, I find that there is a strong likelihood that there will be a substantial number of compliance disputes involving this APPR plan that necessitate an efficient dispute resolution process. Accordingly, in order to fully implement the APPR process in a timely

manner and avoid the disruption and delay in implementation that would result from protracted disputes over APPR compliance issues, I find it is necessary to require a new expedited dispute resolution process.

As a result, I impose the following terms: the creation of a new "streamlined process to resolve APPR compliance issues" that will be limited in scope to issues of procedural compliance with the provisions of this APPR plan that are not subject to appeal pursuant to Education Law §3012-c(5-a), shall be the exclusive mechanism for resolving such APPR procedural compliance issues and shall not be used by an individual teacher to challenge that teacher's annual professional performance review based upon: (1) the substance of an APPR plan; (2) the school district's adherence to the standards and methodologies required for such reviews pursuant to §3012-c; and (3) the adherence to the regulations of the Commissioner; (4) compliance with any applicable locally negotiated procedures; or the school district's issuance and/or to challenge the implementation of the terms of the TIP for an individual teacher. Such new expedited dispute resolution process shall be comprised of 10 expedited compliance issue resolution hearings per day, with a maximum of 15 days dedicated to expedited compliance issue resolution hearings each year, exclusive of July and August, and shall be consistent with the procedures for expedited arbitration described in the Arbitration Award (UFT Exhibit 90; United Federation of Teachers, Local 2 AFT, AFL-CIO and the Department of Education of the City School District of the City of New York, Case No. 13 390 02836 06, dated February 7, 2007 as clarified and modified on March 6, 2008; April 24, 2008; June 16, 2008; March 30, 2009;

October 8, 2010 and September 26, 2011) for a total of 150 compliance issue resolution hearing slots. Nothing herein shall be construed to expand the number of hearing slots available for any purpose other than APPR compliance issue resolution hearings.

**Task 12- Joint Certification of the APPR Plan for Classroom Teachers**

In order to fully comply with Education Law §3012-c and all applicable regulations and the standards and procedures necessary to implement the APPR plan I imposed upon NYCDOE as part of this decision and the attachments accompanying this decision, NYCDOE and the UFT must comply with all of the certifications and assurances contained in all Tasks, including Task 12 of the attached Review Room submission by operation of law, without the need for signatures.

**PART II - BUILDING PRINCIPALS**

During the course of the arbitration proceeding between the NYCDOE and the CSA, the parties came to an agreement regarding the APPR plan for principals for the 2013-2014, 2014-2015, 2015-2016, and 2016-2017 school years. The agreement was entered into the record and is reflected in the attached Review Room submission (Tasks 7 - 12).

I have considered the evidence and testimony submitted as part of the arbitration proceeding. This mutually agreed-upon plan reflects collaboration and partnership between the NYCDOE and the CSA toward the



shared goal of ensuring that all students benefit from world-class instruction and leadership and graduate from high school ready for college and careers. The plan also balances the parties' interests in meaningful participation and feedback on instructional leadership and practice that is fair, timely and efficient and is in conformance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. The buy-in and support of both parties working toward a common end for the benefit of students is critical to ensuring proper and effective implementation of this APPR plan.

Accordingly, based on all the evidence presented and upon consideration of all relevant factors, including other approved APPR plans and the best interests of the students in this district, I find that attached Review Room submission, with its attachments, constitutes the standards and procedures necessary to implement the APPR plan for principals in New York City.

In order to fully comply with Education Law §3012-c and all applicable regulations and the standards and procedures necessary to implement this APPR plan for principals, the NYCDOE and CSA must comply with all of the certifications and assurances contained in all applicable Tasks.

**PART III - REMAINING ISSUES / ORDER**

I have considered the parties' remaining contentions, and find them to be without merit.

IT IS ORDERED that, in accordance with Education Law §3012-c(2)(m), the provisions of the attached APPR plan applicable to principals have been agreed upon by the parties and imposed by the Commissioner upon the NYCDOE for the 2013-2014, 2014-2015, 2015-2016, and 2016-2017 school years; and

IT IS ORDERED that, in accordance with Education Law §3012-c(2)(m), the provisions of the attached APPR plan applicable to teachers have been determined and imposed by the Commissioner upon the NYCDOE for the 2013-2014, 2014-2015, 2015-2016, and 2016-2017 school years; and

IT IS FURTHER ORDERED that the attached APPR plan is the sole plan applicable to the evaluation of teachers and principals in the City School District of the City of New York for the 2013-2014, 2014-2015, 2015-2016, and 2016-2017 school years and any provisions of an existing collective bargaining agreement that conflict with the attached APPR plan or in any way modify the standards and procedures set forth in the attached APPR plan are hereby superseded; and

IT IS FURTHER ORDERED that no collectively bargained agreement entered into on or after June 1, 2013 that conflicts with or in any way

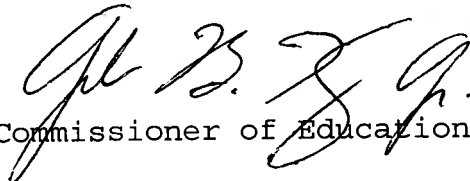
modifies the standards and procedures set forth in the attached APPR plan for teachers and principals shall be valid and enforceable unless and until approval of the Commissioner of Education of an amendment of such APPR plan incorporating the changes made by such collectively bargained agreement is obtained pursuant to Education Law §3012-c(2)(k); and

IT IS FURTHER ORDERED that the NYCDOE, UFT and CSA immediately comply with and fully implement all of the standards and procedures for NYCDOE's APPR plan for teachers and principals that have been determined and imposed pursuant to this decision and order and the accompanying attachments; and

IT IS FURTHER ORDERED that if the NYCDOE, UFT, and/or CSA cannot implement any aspect of this APPR plan in any way, they must notify me immediately and submit their positions on any standards and procedures that I have not identified in this plan that must be decided in order to fully implement this plan. I reserve the right to decide on any future issues related to this APPR plan.



IN WITNESS WHEREOF, I, John B. King, Jr., Commissioner of Education of the State of New York, for and on behalf of the State Education Department, do hereunto set my hand and affix the seal of the State Education Department, at the City of Albany, this 1<sup>st</sup> day of June 2013.

  
Commissioner of Education

## Appendix A

### SLOs

#### Introduction

We know that New York State has some of the very best teachers and leaders in the nation. Our highest-performing districts and schools combine strong classroom instruction led by innovative principals with effective parent communication and a results-driven school culture. The challenge is to bring the best practices of high-performing teachers, leaders and districts to every classroom in the state.

#### SLOs Generally

NYSED defines SLOs as "an academic goal for an educator's student that is set at the start of a course, and represents the most important learning for the year. It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as to any other school or district priorities."<sup>25</sup>

Good educators set goals and measure progress of their students as a matter of good teaching. Annual goals along with regular use of feedback from Data Driven Instruction cycles and other sources helps to provide teachers with a sense of the trajectory their students are on towards meeting the goals that are set for them. With SLOs, NYSED is extending a demonstrated best practice of setting annual goals to all classrooms: this is a practice clearly very familiar to special education teachers from the IEP process. Like all goal-setting, SLOs require planning and strategizing on the part of a teacher, in collaboration with his or her supervisor, as well as ability to set rigorous and ambitious targets that ensure all students are on a path towards academic success that will lead to college and career readiness. The decision to use SLOs in the NYS Teacher and Principal Evaluation System is based on extensive research and empirical data from other states who have implemented similar processes. Data collected based on the implementation of SLOs over the past decade indicates that SLOs provide accurate data, foster learning and dialogue, and improve instruction. As a result SLOs are widely used across the country.<sup>26</sup>

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<sup>25</sup> New York State Education Department *Guidance on the New York State District-Wide Growth Goal-Setting Process: Student Learning Objectives* (Revised, March, 2012) p. 4. Available at <http://www.engageny.org/sites/default/files/resource/attachments/slo-guidance.pdf>.

<sup>26</sup> Reform Support Network, *A Quality Control Toolkit for Student Learning Objectives* (December 2012) p. 5 available at <http://www.engageny.org/sites/default/files/resource/attachments/rsn-slo-toolkit.pdf> listing Colorado, Georgia, Hawaii, Louisiana, Maryland, Ohio, Pennsylvania, Rhode Island and Washington D.C. as other states who implement SLOs as part of teacher effectiveness assessment. Austin Independent School District also implements SLOs as part of teacher effectiveness assessment.

SLOs make expectations for performance "more explicit"<sup>27</sup> than prior systems, furthering its utility as a tool for feedback and professional development.<sup>28</sup> Teachers observed that the explicitness of the expectations informed "day-to-day instruction."<sup>29</sup> Developing growth targets gave teachers insight into what was expected of them and how to engage in curriculum planning and track student growth.<sup>30</sup> Additionally, the use of objective-based outcomes holds a strong precedent across many fields and disciplines.<sup>31</sup> The Reform School Network's Quality Control Toolkit, published in 2012, states,:

There is also a strong precedent in other fields for using objective-based outcomes. Employers and employees in many business and industries sit down together to discuss annual objectives and the metrics they will use to determine whether the objectives have been met. Employers make decisions about additional training, advancement, or other future actions based on results of the objectives. And they do so without using psychometric methods to prove that the metrics are relevant or that expectation have been met. Still, employees should expect fair, rigorous and high-quality process of setting objectives and implementing them.<sup>32</sup>

The SLO model follows this approach by setting an ambitious and rigorous goal allowing the teacher to outline their year-long plan to attain this goal.

SLOs are being used across the country, in places such as Charlotte-Mecklenburg, Georgia, Maryland, and Rhode Island, and they are a commonly accepted aspect of many teacher evaluation systems. In some places, such as Denver and Austin, SLOs have also been tied to performance-based compensation. Importantly, many great educators already set student learning objectives on a regular basis and see it as an integral part of their practice. Teachers and administrators value SLOs as a means to provide evidence of teacher impact on student performance in all grades and subject areas. Drawing on the practices of these other States, districts and our own great educators, New York took these practices to scale.

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<sup>27</sup> Teacher Perspectives on Evaluation Reform, CENTER FOR AMERICAN PROGRESS, at 18 <http://www.americanprogress.org/wp-content/uploads/2012/12/TeacherPerspectives.pdf>

<sup>28</sup> Teacher Perspectives on Evaluation Reform, CENTER FOR AMERICAN PROGRESS, at 18 <http://www.americanprogress.org/wp-content/uploads/2012/12/TeacherPerspectives.pdf>

<sup>29</sup> *Id.* at 18.

<sup>30</sup> *Id.* at 18.

<sup>31</sup> Reform Support Network, *A Quality Control Toolkit for Student Learning Objectives*, 4 (December, 2012).

<sup>32</sup> *Id.* at 4.

The SLO process allows teachers to first create the end goal for their students that set a learning path for all students. Teachers then use this goal to guide their instructional plan for the year and create benchmarks to ensure students are on a trajectory towards meeting their end goal.

SLOs are goals for students set either by the teacher, principal or administrator at the beginning of the year along with a measure of assessing progress to that goal.<sup>33</sup> A SLO "connects teacher, student and course expectations/standards."<sup>34</sup> A quality SLO measure is "designed/selected to provide confidence and reassurance to teachers and administrators that the measure will directly inform instruction and offer true indications of attainment of the SLO standards."<sup>35</sup> The confidence is established and maintained through content expertise, teacher and administrator input, dialogue among faculty, increasing valid and reliable assessments, and reflection and improvement upon the receipt of results.<sup>36</sup> As such, SLOs are not intended to be rigid, and should be crafted based on the needs and characteristics of the students in question in conjunction with the aforementioned maintenance tools. SLOs "should be selected and/or developed based on their appropriateness for the grade and content standards chosen for the SLO."<sup>37</sup>

### **SLOs Improve Student Performance**

Data demonstrates that the students for whom SLOs were developed showed more academic gain within a prescribed time period than students for whom SLOs were not developed.<sup>38</sup> In a 2004 pilot program in Denver Public Schools, the buildings in which teachers crafted SLOs showed more than a year's worth of growth at all three academic levels (elementary, middle, and high school).<sup>39</sup> In addition, mean achievement scores on State Assessments in those buildings rose.<sup>40</sup>

Additional research indicates that student performance continues to improve as teachers gain experience in goal setting and academic

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<sup>33</sup> Reform Support Network, A Quality Control Toolkit for Student Learning Objectives (December 2012) p 4.

<sup>34</sup> Dr. John D, Barge, State School Superintendent, SLO GUIDE FOR PRINCIPALS, Georgia Department of Education, (Jan. 3, 2013) at 13, available at [http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/SLOs%20Guide%20for%20Principals%20\\_1-2-2013.pdf](http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/SLOs%20Guide%20for%20Principals%20_1-2-2013.pdf).

<sup>35</sup> *Id.* at 13

<sup>36</sup> *Id.* at 13.

<sup>37</sup> *Id.* at 13.

<sup>38</sup> Catalyst for Change: Pay for Performance in Denver, Final Report, Community Training and Assistance Center (2004)p. 5.

<sup>39</sup> *Id.* at 5.

<sup>40</sup> *Id.* at 6.

planning.<sup>41</sup> SLOs require teachers to engage in these activities. Data demonstrates that engaging in these activities (goal setting and academic planning) have a direct impact on student learning. In the pilot study conducted in Denver, data indicates that students whose teachers engaged in crafting SLOs for multiple years had higher achievement scores than students whose teachers had only been crafting them for a single year, or not at all.<sup>42</sup> Therefore, the implementation of SLOs will improve student performance short term, while also prompting long-term change and continued improvement over time.

Data demonstrates that SLO targets improve student learning and have a direct impact on student test scores and overall class academic growth. The research indicates that as teachers become more familiar with SLO procedures, student achievement scores continue to improve. As such, SLOs have a direct and meaningful impact on student performance.

### **SLOs Improve Teacher Practice**

Teachers in the Denver Public Schools who used SLOs indicated that the creation and tracking of SLOs provided them "greater access to student achievement data, and that they use the data more effectively, particularly baseline data, to establish growth expectations, to focus earlier on students who may need more assistance, and monitor progress."<sup>43</sup>

A study conducted in Charlotte-Mecklenburg Schools found a direct correlation between the crafting of meaningful SLOs and a rise in student achievement.<sup>44</sup> Additionally, teachers at Charlotte-Mecklenburg reported that since the implementation of SLO procedures, they had become more systematic and strategic in making instructional choices, setting appropriate targets and documenting growth.<sup>45</sup>

In a 2012 study conducted by the Center for American Progress, teachers reported that the teacher evaluation program had changed how they "plan and prepare to teach their students and how they progress through the curriculum."<sup>46</sup> Teachers identified certain aspects of the evaluation system as most valuable, namely the opportunity for increased accountability, and emphasis on student growth, among other things.<sup>47</sup>

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<sup>41</sup> *Id.* at 7.

<sup>42</sup> *Id.* at 7.

<sup>43</sup> *Id.* at 7.

<sup>44</sup> *It's More Than Money: Teacher Incentive Fund-Leadership for Educators' Advanced Performance Charlotte-Mecklenburg Schools, Community Training and Assistance Center* (February 2013) at 6.

<sup>45</sup> *Id.* at 8.

<sup>46</sup> *Teacher Perspectives on Evaluation Reform*, CENTER FOR AMERICAN PROGRESS, at 15, available at <http://www.americanprogress.org/wp-content/uploads/2012/12/TeacherPerspectives.pdf>

<sup>47</sup> *Id.* at 16.

Teachers expressed approval for programs centered around the goal-setting process, because it "emphasizes not just student achievement, but also professional growth."<sup>48</sup>

As discussed above, SLOs are a tool to measure teacher effectiveness.<sup>49</sup> Measuring teacher effectiveness is integral to improving teacher practice because meaningful data allows teachers and principals to assess their strengths and weaknesses.<sup>50</sup> Analysis of teachers' strengths and weaknesses ensures that their supervisors can tailor professional development to meet the unique needs of their teachers, and encourages reflection and dialogue about best practices.<sup>51</sup>

### SLOs Improve Schools

SLOs can be instrumental in school and district improvement because they provide educational leaders with access to data and common measures to monitor the effectiveness of teachers and programs.<sup>52</sup> Such data can be vital to principals and superintendents when orchestrating schedules, making staffing decisions, and distributing resources. SLOs work in tandem with in-class observations in order to ensure administrators have a complete understanding of teacher contribution and student outcomes.<sup>53</sup> Such insights are instrumental in providing specifically tailored professional development and feedback, and maximizing the resources and talent within the district.<sup>54</sup>

Furthermore, SLOs reinforce good teaching practices, by encouraging reflective behavior, planning, goal-setting, collaboration, and dialogue around the forming of common visions and goals.<sup>55</sup> Crafting SLOs prompts collaboration among teachers and opportunities for teachers to seek the guidance or feedback of supervisors.<sup>56</sup> Additionally, SLOs provide a way for leaders to monitor the activity of teachers and provide tailored feedback

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<sup>48</sup> *Id.* at 17. Internal quotations omitted.

<sup>49</sup> Catalyst for Change: Pay for Performance in Denver, Final Report, Community Training and Assistance Center (2004).

<sup>50</sup> William Slotnik & Joan McRobbie, *Student-centered teacher evaluations focus on learning goals*, EDSOURCE (November 2012), available at [http://www.edsource.org/today/2012/student-centered-teacher-evaluations-focus-on-learning-goals/22423?utm\\_source=EdSource+Article&utm\\_campaign=Newsletter-EdSource-Nov2012&utm](http://www.edsource.org/today/2012/student-centered-teacher-evaluations-focus-on-learning-goals/22423?utm_source=EdSource+Article&utm_campaign=Newsletter-EdSource-Nov2012&utm)

<sup>51</sup> *Id.*

<sup>52</sup> Lisa Lachlan-Hache, et al, *Student Learning Objectives: Benefits, Challenges, and Solutions*, Performance Management Advantage: Evaluation & Professional Growth (November 2012)p. 1.

<sup>53</sup> *Id.* at 1.

<sup>54</sup> *Id.* at 1.

<sup>55</sup> *Id.* at 9-10.

<sup>56</sup> *Id.* at 9-10.



on reliable and objective measures of student learning.<sup>57</sup> Engaging in activities such as planning, goal-setting, and collaboration encourages dialogue about common purposes and methodology and enforce school standards, objectives, expectations, and plans.<sup>58</sup>

## Conclusion

SLOs answer the field's call for a means to measure teacher effectiveness and student growth, while also providing opportunities to maximize student learning, perfect professional development programs, and foster dialogue within districts. SLOs can further the efforts of educational leaders to help educators engage in academic planning and goal setting, and understand the role they play in their students' performance. Additionally, SLOs are malleable, transparent, and flexible.

While the SLO framework is integral to teacher effectiveness, efficient school operations, and student learning, and facilitates accurate tracking of student progress and teacher contribution, it is just that: a framework. The success of a SLO is contingent upon rigorous targets, consistent planning and training, and meaningful and appropriate assessments. Poor implementation procedures limit the quality of an SLO, and result in a process which is cumbersome and lacks meaning, utility, or useful application.

However, with proper resources, training, and planning, SLOs may provide educators the structure, feedback, and data necessary to accurately assess student learning, teacher contribution, and school functioning, and therefore make informed decisions about how to allocate resources and structure professional development programs. Additionally, the mere existence of SLOs, and engaging in the activities and planning SLOs require, may have a direct and positive impact on student learning, improving instruction quality and in turn student achievement.

SLOs offer districts the opportunity to make the most informed decisions about student learning, and implement policies and protocols that will best serve student needs. Furthermore, through the APPR implementation process, New York districts and BOCES and the New York State Education Department have the opportunity to serve as leaders, paving the way with a handful of other states to reform the nation's understanding of student learning and develop innovative approaches, understanding, and revolutionizing the role educators play in shaping student education for future generations.

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<sup>57</sup> *Id.* at 9-10.

<sup>58</sup> Catalyst for Change: Pay for Performance in Denver, Final Report, Community Training and Assistance Center (2004) p. 6.

## Appendix B

### PERFORMANCE ASSESSMENTS

Most educators agree that "performance assessments set forth expectations for students and require them to create an original answer or product, use higher order thinking and 21<sup>st</sup> century skills, demonstrate thinking process and evaluate real world situations."<sup>59, 60</sup> Research has shown that "performance assessment, in particular, has been found to lead to greater emphasis on problem solving and communication in mathematics, and to more extended writing in language arts."<sup>61</sup> The NYSUT Board of Directors also supports the use of performance based assessments and included this as a resolution in Resolution #12 Student Assessment: Getting it Right by resolving "NYSUT urge the State Education Department to lessen the focus on the use of the current standardized achievement tests and place greater emphasis on other measures of student learning such as authentic assessments, including performance-based assessments..."<sup>62</sup>

The accepted academic definition of a performance assessment is "[p]roduct- and behavior-based measurements based on settings designed to emulate real-life contexts..."<sup>63</sup> Performance assessments allow several different types of measurements of student growth or achievement to emerge from student work products. Performance assessments also require students to do more than choose a fixed response on a test (e.g., multiple choice). Thus the use of performance assessments by teachers to evaluate student learning allows teachers to test several different skill sets that have been the focus of instruction for students throughout the school year.

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<sup>59</sup> Tung; Including Performance Assessments in Accountability Systems: A Review of Scale Up Efforts; 1/2010; page 2; available at [http://www.ccebos.org/Performance\\_Assessment\\_Review\\_1.10.pdf](http://www.ccebos.org/Performance_Assessment_Review_1.10.pdf).

<sup>60</sup> 21<sup>st</sup> century skills is the term used for skills that matter in the 21<sup>st</sup> century, that take into account the global economy, technology, and changing workforce requirements. These skills include complex thinking, analytical skills, computer skills, creativity, media literacy, and cross-cultural skills. Tung p. 2.

<sup>61</sup> Brian Stecher *Performance Assessment in an Era of Standards-Based Educational Accountability* Stanford Center for Opportunity Policy in Education p. 25 (2010) available at [http://edpolicy.stanford.edu/sites/default/files/publications/performance-assessment-era-standards-based-educational-accountability\\_0.pdf](http://edpolicy.stanford.edu/sites/default/files/publications/performance-assessment-era-standards-based-educational-accountability_0.pdf). "[R]esearchers in Vermont reported that the portfolio assessment program had a powerful positive effect on instruction, leading to changes that were consistent with the goals of the developers. Mathematics teachers reported devoting more time to problem solving and communication in mathematics; similarly they spent more time having students work in pairs or small groups."

<sup>62</sup> NYSUT Board of Directors Resolution #12 Student Assessment: Getting it Right.

<sup>63</sup> Tung, page 2 (citing American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999).

## TYPES OF PERFORMANCE ASSESSMENTS

Performance assessments can take the form of, *inter alia*, performance appraisals, simulations, and portfolios.<sup>64</sup> These different forms of performance assessments allow teachers and districts several options in assessing student performance. Once again this allows a district the flexibility to assess a teacher's effectiveness based on that teacher's/classroom's curriculum and needs. Each of the three types of performance assessments have advantages which include assessing a student's learning, and ultimately a teacher's effectiveness, beyond a paper-and-pencil test, using multiple assessment methods to measure distinct skill sets, keeping costs low on assessment methods, being able to measure ability in a more hands on approach and being able to track learning over a period of time.<sup>65</sup> Note that application of these different types of performance assessment must be consistent with Education Law §3012-c, the regulations, and NYSED guidance, particularly with respect to such issues as "vested interest" and the ability to assure rigor and comparability.

## BENEFITS OF IMPLEMENTATION

K-12 teachers have always used formative and summative performance assessments to inform their instruction. "Performance assessments benefit students and teachers in ways that fixed response assessments, such as multiple choice or fill-in-the-blank items, cannot."<sup>66</sup> This is especially helpful in schools where there may not be a state-wide assessment or test available. In addition performance assessments provide students with more ways to demonstrate "what they know and can do, allow students with different learning styles more opportunity to succeed, engage students more in their own learning and interests ... because they include ... demonstration of thinking processes"<sup>67</sup> that are more closely aligned with real world skills that students will need. Using the example of courses like music and art, there are many ways to assess student growth toward meeting the target within the SLO. By creating performance tasks and assessments that can be objectively measured, teachers do not need to evaluate their own students' work or performance in a summative assessment. For example, a performance task could be developed with specific directions to incorporate artistic styles they have learned throughout the year. These performance assessments could be measured against a rubric and a good rubric is one that any teacher is able to be trained on to assess student work accurately. Such assessment can be easily proctored and/or scored by any teacher.

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<sup>64</sup> Pros and Cons of Tools for Doing Assessment; UCONN ASSESSMENT; available at [http://assessment.uconn.edu/docs/Pros\\_and\\_Cons\\_of\\_Assessment\\_Tools.pdf](http://assessment.uconn.edu/docs/Pros_and_Cons_of_Assessment_Tools.pdf).

<sup>65</sup> *Id.*

<sup>66</sup> Tung at page 3-4.

<sup>67</sup> *Id.*

There are also many ways to learn and demonstrate knowledge about subjects like art or music. Reading and writing about these subjects are not only aligned to Common Core principles of literacy in the content areas and informational text, but also prepare students for this exact type of rigorous work in college level courses. For example, in an art class, students can have a written performance task that asks them to demonstrate understanding of various styles of art, major components of each style, historical trends in art styles, etc. Thus there are many creative ways that students in these subjects can be assessed and we have confidence in our districts and administrators that they can design a workable system. The Stecher report also finds that including performance assessments as a measure of performance along with other testing models enhances testing accountability.<sup>68</sup> The report goes on to state "The enhancements would come from better representation of academic content standards, particularly those describing higher-order, cognitively demanding performance; from clearer signals to teachers about the kinds of student performances that are valued; and from reduced pressures to mimic the multiple-choice frame-of-mind in classroom instruction."<sup>69</sup>

These benefits of performance assessments closely align with the notion that teacher effectiveness should be calculated on a number of different variables. These performance assessments allow teachers to be evaluated on more action based, real-world variables. This also allows teachers of subject areas that do not normally have standardized testing available at all the ability to have a more hands on evaluation - for example in art, music and technology classes.

"An additional benefit of embedding performance assessments into [the] curriculum is that, [,] through sharing their assignments and looking at student work together, [,] teachers have the opportunity to develop more collaborative practices and school cultures. Finally, with common agreement about performance levels for student work, teachers' expectations for the quality of student work increase."<sup>70</sup>

Furthermore, the Tung report analyzed data from seven locales that implemented performance assessments.<sup>71</sup> This report found that teacher's knowledge and understanding of assessment improved along with improvements

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<sup>68</sup> Brian Stecher, *Performance Assessment in an Era of Standards-Based Educational Accountability* Stanford Center for Opportunity Policy in Education p. 34 (2010) available at [http://edpolicy.stanford.edu/sites/default/files/publications/performance-assessment-era-standards-based-educational-accountability\\_0.pdf](http://edpolicy.stanford.edu/sites/default/files/publications/performance-assessment-era-standards-based-educational-accountability_0.pdf).

<sup>69</sup> *Id.*

<sup>70</sup> Tung at page 4.

<sup>71</sup> Locations analyzed include: Rhode Island; Nebraska Department of Education (School-based Teacher-led Assessment Reporting System); Los Angeles Unified School District, California; New York Professional Standards Consortium; Kentucky Department of Education (Kentucky Instructional Reporting and Information System); Vermont; and Queensland, Australia.

within their instruction and curriculum.<sup>72</sup> Specific examples of these improvements include change in types of questions asked in class, assistance in planning for the future and changes in curriculum.<sup>73</sup> "In addition, teachers reported improved collegiality in their buildings due to the conversations and sharing encouraged by the use of performance assessments."<sup>74</sup> Finally, the report showed that technical quality can improve in the course of a few years, and that "once teachers begin to understand and use performance assessments, their enthusiasm for them increases."<sup>75</sup> Therefore teacher effectiveness improves through the use of performance assessments.

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<sup>72</sup> Tung at page 42.

<sup>73</sup> *Id.*

<sup>74</sup> *Id.*

<sup>75</sup> *Id.*

## Appendix C

### Use of School-wide measures

#### School-wide measures are efficient and convenient

The use of school-wide measures allows districts to score multiple teachers, including teachers in untested grades and subjects, and principals, with ease and efficiency and reduces administrative costs around scoring and implementation.<sup>76, 77</sup> The choice to use and implement school-wide measures may allow districts to fashion measures which require fewer calculations of data and allocation of resources to other important areas.

School-wide measures also can ease the stress of APPR implementation by providing districts with an alternative to purchasing and implementing a new third-party assessment or developing their own assessments locally. This also allows districts to more effectively implement these new curriculum and evaluation requirements and to ease the transitional periods during implementation.

#### School-wide measures are malleable, and can be narrowly tailored to fit the needs of districts.

Each school district is unique and faces its own set of strengths and priorities. School-wide measures allow districts/BOCES to be strategic in constructing measures which emphasize areas of weakness and priorities. As districts have raised concerns about APPR being a "one size fits all" approach to education, NYSED aims to provide districts with avenues through which they can tailor APPR to suit their needs and complement the structure of their district and step up areas where deficiencies arise.

Districts have expressed a desire for flexibility in the implementation of APPR, and the opportunity to control implementation on a district level, in order to take ownership of the experience. Due to their flexibility school-wide measures can be crafted to fit the needs of a district. Therefore, school-wide measures respond to the desire on the part of districts to exercise control over the measures implemented, and fashion measures that are tailored to meet the needs of their students and teachers.

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<sup>76</sup> U.S. Department of Education, Webinar 1, April 26, 2013, at 6, [www2.ed.gov/admins/lead/account/growthmodel/ntgswebinar14262013.pdf](http://www2.ed.gov/admins/lead/account/growthmodel/ntgswebinar14262013.pdf)

<sup>77</sup> See Craig D. Jerald & Kristan Van Hook, More than Measurement: The TAP System's Lessons Learned for Designing Better Teacher Evaluation Systems, NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING, 39 (January 2011) (stating that one danger in reforming teacher evaluations is that policy makers will underestimate or oversimplify the intensive support and resources required to implement evaluations correctly).

**School-wide measures align with the notion that student learning requires concerted efforts on the part of personnel throughout a school or district.**

School-wide measures reflect and further the reality that schools are learning communities and student learning is a product of a series of complicated relationships between students, teachers and administrators that evolve over time.<sup>78</sup> Student scores reflect the work of many personnel, and in some schools, school-wide measures may be beneficial to support increased collaboration and accountability amongst staff across all grades and subjects. This may be particularly true in schools where students are taught by more than one teacher and whereby a student's education is fostered by teacher collaboration within the school. It then follows that school-wide measures would further encourage teachers to collaborate to be effective and increase student achievement overall. The Tennessee Year 1 Implementation Report found "Administrators consistently noted that having school-wide value-added scores has led to increased collaboration among teachers and a higher emphasis on academic standards in all subjects."<sup>79</sup> For some schools and districts, a school-wide measure may be a good tool to use in evaluating teacher effectiveness because they assist districts in furthering the notion that student success is the product of cohesion and collaboration across a school.<sup>80</sup>

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<sup>78</sup> Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers, EDUCATION RESEARCH SERVICES, 5 [http://www.lesn.appstate.edu/olson/RES5080/Components/Articles\\_used\\_in\\_5080/Pruthero%20Improving\\_teaching\\_and\\_learning\\_with\\_databased\\_decisions.pdf](http://www.lesn.appstate.edu/olson/RES5080/Components/Articles_used_in_5080/Pruthero%20Improving_teaching_and_learning_with_databased_decisions.pdf) (Oct. 21, 2009) .

<sup>79</sup> Teacher Evaluation in Tennessee: A Report on Year 1 Implementation, TENNESSEE DEPARTMENT OF EDUCATION, [http://www.tn.gov/education/doc/yr\\_1\\_tchr\\_eval\\_rpt.pdf](http://www.tn.gov/education/doc/yr_1_tchr_eval_rpt.pdf) (July 2012); see also U.S. Department of Education, at 3.

<sup>80</sup> U.S. Department of Education, *supra* note 92, at 15. "Administrators consistently noted that having schoolwide value-added scores has led to an increase in collaboration among teachers and a higher emphasis on academic standards in all subjects."

## Appendix D CONTROLS

There exists a variety of student characteristics to take into consideration when developing long-term unit plans and daily lesson plans. Rather than just taking the characteristics of certain subsets of students into consideration at the end of the school year to account for different growth pace, the inclusion of these characteristics at the outset of the school year when creating Student Learning Objectives will allow a teacher to plan for the growth of all of the students, based on their diverse and individualized needs, in their classrooms. Great educators know that no students are the same and that each student requires different levels of supports and will necessitate different goals to be established for them. Research supports this notion and shows that educators should use as much baseline data as possible to set their SLO targets to ensure that each student has a rigorous and ambitious target that is set for them, rather than making any assumptions about potential growth based on certain student characteristics that may or may not have any impact on the academic growth of the student in question. Moreover, just because a child may have a medical diagnosis which has led to a label of disability, this does not necessitate that this child require a control to be used that would adjust or alter the teacher's final SLO: rather, this child - like all other children in the class and school - should have an individualized SLO growth target set for them that takes into account the whole child and his/her individual needs to ensure the child is on a "trajectory toward college and career readiness"<sup>81</sup> and academic success in their course.

Education Departments throughout the United States have used the common approach that educators should analyze a variety of baseline data (e.g., pre-assessments, student levels, learning progressions, prior academic history) in order to set appropriate targets for their students.<sup>82</sup> The inclusion of baseline data within the growth targets allows teachers to have a more comprehensive understanding of their students, and a more accurate growth target set for each subset of their students, rather than just taking characteristics of students into account after the fact and expecting all students to reach the same target within the school year.

New Jersey's Department of Education found that "[t]eachers often have students with a wide range of preparedness and ability in a course or

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<sup>81</sup> <http://www.engageny.org/resource/field-memo-transition-to-common-core-assessments>

<sup>82</sup> Education Departments of New Jersey, Illinois, Ohio, Louisiana, Wisconsin, and Maryland all use this theory.



class."<sup>83</sup> They also found that "[o]ne simple [Student Growth Objective (SGO - similar to NYS' SLO model)] for all students might be too low for some students and too high for others. By breaking down SGOs into different levels based on student preparation, [teacher] goals are more likely to be ambitious and feasible for a much wider range of students."<sup>84</sup> Like New Jersey, the New York State approach to setting targets, recognizes that many factors need to be taken into account when setting an objective and NYSED recommends that as much historical data be used as possible when setting ambitious and rigorous targets for students. This is an approach which reflects the realities of today's classroom make-up.

Ohio sets "[r]igorous yet realistic expected student growth or achievement target[s] to be met by the students."<sup>85</sup> The Ohio State Reform Network found that "[s]etting achievement targets requires teachers and their principals to understand assessment data, identify baseline student performance, and set challenging, realistic learning expectations for all of their students."<sup>86</sup> In addition, Ohio has found that "[t]eachers and principals need information about what data is available to them and how to interpret it, including how to identify achievement trends and the performance of specific subgroups of students, such as English language learners and students with disabilities. They also need to know how to use that data to develop appropriate individual, team, group or school-wide SLOs."<sup>87</sup> Again, this supports the same approach that NYSED took when the Department became one of the leaders of the Race to the Top states in our SLO work - it is the idea that all characteristics of a student should be taken into consideration when creating SLOs at the beginning of the school year to ensure that every student has the opportunity to demonstrate growth that is ambitious and rigorous - whether the student is a high achieving student or a student who is underperforming.

Finally, in Maryland, "SLOs are based on both current and available prior student learning data, and are aligned to Maryland's Common Core State Standards, standards for other content areas, Curricular Frameworks, and LEA and school priorities."<sup>88</sup> Maryland has found that "[u]sing SLOs for educator evaluation is a data-driven process[;] therefore, the first step is to review any existing data. These data will be used to identify learning content, establish baselines for student growth, and highlight

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<sup>83</sup> Student Growth Objectives: Developing and Using Practical Measures of Student Learning; STATE OF NEW JERSEY DEPARTMENT OF EDUCATION; page 14; available at <http://www.state.nj.us/education/AchieveNJ/teacher/SGOGuidebook.pdf>.

<sup>84</sup> *Id.*

<sup>85</sup> Target Growth: Using Student Learning Objectives as a Measure of Educator Effectiveness; OHIO STATE, REFORM SUPPORT NETWORK; page 3; available at <http://ok.gov/sde/sites/ok.gov.sde/files/TLE-NonTestedGradesSub-SLOtargeting.pdf>.

<sup>86</sup> *Id.* at page 3-4.

<sup>87</sup> *Id.*

<sup>88</sup> Maryland State Model for Educator Effectiveness: Student Learning Objectives; MARYLAND STATE DEPARTMENT OF EDUCATION; page 7; available at <http://msde.state.md.us/tpe/TPEG/Chapter15.pdf>.

any students or groups of students that require particular attention.”<sup>89</sup> The use of characteristics, along with collaboration of other teachers within the building also assists with putting together a big picture of students, and in particular students with particular characteristics that may lead to different growth and achievement rates throughout the school year. <sup>90</sup> These views pull together the goals of the NYSED teacher evaluation system - to bring together teachers and leaders within the school to effectively teach to all students, to set ambitious and rigorous goals for all students - particularly those that begin the year academically behind their peers - and to see true growth for all students. In order to accomplish these goals student characteristics should be taken into consideration at the time SLOs are set, rather than at the end of the year.

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<sup>89</sup> *Id* at page 11.

<sup>90</sup> *Id*.

## Appendix E Surveys/Tripod Survey

The Tripod Project refers to three aspects of quality teaching: content, pedagogy, and relationships. "This model emphasizes the importance of teachers' content knowledge and pedagogic skills and their capacity to form and sustain effective student-teacher relationships."<sup>91</sup> "The model's premise is that students will engage more deeply and learn more effectively when they perceive (or experience) all three legs as strong."<sup>92</sup>

The Tripod Student Survey Assessments have been refined by Dr. Ron Ferguson of Harvard University for more than a decade and have been administered to more than 500,000 students in thousands of classrooms in the U.S, Canada, and China.<sup>93</sup> The Tripod Student Survey Assessments are one of the tools featured in the Gates Foundation Measures of Effective Teaching (MET) study of teaching quality.<sup>94</sup> "Using a sample of over 44,500 students, the results of the MET study reinforce a growing body of literature that supports integrating student survey assessment results with high-quality classroom observations and student gains on achievement tests to create a more valid and reliable teacher evaluation system."<sup>95</sup>

Tripod Student Survey Assessments are "designed to capture key dimensions of classroom life and teaching practice as students experience them,"<sup>96</sup> and are "tailored for grades K-2, 3-5 and 6-12."<sup>97</sup> They measure the seven C's of teacher practice: Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate and five student engagement targets: Trust, Cooperation, Ambitiousness, Diligence, and Satisfaction and Efficacy. Surveys are available in hard copy or online and take the average class less than 30 minutes to complete.

"[T]he survey generates information both about how students experience teaching practices and learning conditions in the classroom, as

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<sup>91</sup> Hawaii State Department of Education, *Hawaii's Race to the Top Frequently Asked Questions - Tripod Student Surveys* (March, 2012).

<sup>92</sup> *Id.*

<sup>93</sup> Cambridge Education Tripod Survey Assessments Background can be found at <http://tripodproject.org/about/background/>

<sup>94</sup> Cambridge Education Tripod Survey Assessments Background can be found at <http://tripodproject.org/about/background/>

<sup>95</sup> Hawaii State Department of Education, *Hawaii's Race to the Top Frequently Asked Questions - Tripod Student Surveys* (March, 2012).

<sup>96</sup> Cambridge Education Tripod Survey Assessments can be found at <http://tripodproject.org/wp-content/uploads/2012/03/Flyer-Tripod-2012.pdf>

<sup>97</sup> Cambridge Education Tripod Survey Assessments can be found at <http://tripodproject.org/wp-content/uploads/2012/03/Flyer-Tripod-2012.pdf>

well as information about how students assess their own engagement."<sup>98</sup> The elements of the Seven Cs within the survey closely align with teacher observation tools and rubrics used by most districts. "The Tripod survey also includes measures of school climate and youth culture, and the surveys also gather information about family and student demographics."<sup>99</sup>

"Tripod surveys capture key dimensions of classroom life and teaching practice as students experience them. Surveys can deliver valid, reliable, and detailed insights on teaching and learning. Using the Tripod survey assessments, educators have the ability to measure student perceptions in the following areas:

- Teaching Effectiveness: Measures tied to each teacher are quality-assured and benchmarked against national norms.
- Student Engagement: Data concerning effort and motivation indicate for each classroom how students judge their own attitudes, behavior, and effort.
- Student Satisfaction: Data indicate whether each classroom, building, and district is a place where students feel safe, welcome, and satisfied with their progress.
- Whole-school Climate: Data from individual classrooms can be aggregated up to measures of whole school climate. In addition, surveys include questions that pertain to the school as a whole."<sup>100</sup>

"Findings can inform discussions about school quality and whole-school priorities, and focus teacher professional development and student engagement projects. The survey measures enable decision-makers at every level to focus priorities and track progress, helping to ensure investments in professional development and school improvement produce positive results."<sup>101</sup>

"In addition to the design and administration of Tripod Student Survey Assessments, Cambridge Education provides a classroom-level data collection, analysis, and reporting system. The resulting data are

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<sup>98</sup> Hawaii State Department of Education, *Hawaii's Race to the Top Frequently Asked Questions - Tripod Student Surveys* (March, 2012).

<sup>99</sup> *Id.*

<sup>100</sup> Hawaii State Department of Education, *Hawaii's Race to the Top Frequently Asked Questions - Tripod Student Surveys* (March, 2012).

<sup>101</sup> Hawaii State Department of Education, *Hawaii's Race to the Top Frequently Asked Questions - Tripod Student Surveys* (March, 2012).

returned to districts and individual schools and may be used to aid all aspects of teacher APPR implementation and support. The vendor also provides technical assistance, initial orientation, and ongoing support for project coordinators at the local level, and helps build capacity to sustain high quality implementation over time."<sup>102</sup>

#### **Additional Information About Student Surveys:**

- Presentation by Ron Ferguson and Cambridge Education about student surveys.  
[http://www.gse.harvard.edu/ncte/news/NCTE\\_Conference\\_Tripod.pdf](http://www.gse.harvard.edu/ncte/news/NCTE_Conference_Tripod.pdf)
- Discussion of student perception surveys from MET project.  
[http://www.metproject.org/downloads/Asking\\_Students\\_Practitioner\\_Brief.pdf](http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf)  
[http://www.metproject.org/downloads/Student\\_Perceptions\\_092110.pdf](http://www.metproject.org/downloads/Student_Perceptions_092110.pdf)  
[http://www.metproject.org/downloads/Student\\_Survey\\_Teacher\\_QandA.pdf](http://www.metproject.org/downloads/Student_Survey_Teacher_QandA.pdf)
- Kentucky conducted student surveys for validation purposes in 2012-13 for "future use"  
<http://education.ky.gov/teachers/HiEffTeach/Pages/Student-Voice-Survey.aspx>
- Article on Tripod survey (also mentions Memphis and Pittsburgh's use in evaluations and quotes Ron Ferguson, Tom Kane and various educators) <http://www.theatlantic.com/magazine/archive/2012/10/why-kids-should-grade-teachers/309088/3/>
- Hanover Research examines the use of student perception surveys in K-12 education  
[http://scee.groupsite.com/uploads/files/x/000/08f/0fb/Student%20Perception%20Surveys%20and%20Teacher%20Assessments%20-%20Membership%20\(2\).pdf](http://scee.groupsite.com/uploads/files/x/000/08f/0fb/Student%20Perception%20Surveys%20and%20Teacher%20Assessments%20-%20Membership%20(2).pdf)

#### **TNTP uses student surveys in new teacher certification program**

- TNTP uses student surveys as part of new teacher certification by TNTP in districts where TNTP prepares teachers for State certification. Leap Year, Assessing and Supporting Effective First-Year Teachers. TNTP 2013 [www.TNTP.org](http://www.TNTP.org)

#### **Districts using student surveys in teacher evaluation**

- **Chicago:** Student surveys were first administered in the 2012-13 school year and will be 10% of teacher evaluation in 2013-14  
[http://www.cps.edu/News/Press\\_releases/Documents/ReachFAQ.pdf](http://www.cps.edu/News/Press_releases/Documents/ReachFAQ.pdf)
- **Memphis:** Tripod student results count for 5 percent of a teacher's evaluation
- **Pittsburgh, PA:** Starting 2013-14, student perception surveys will be part of teacher evaluation after having piloted for 2 years  
<http://www.pps.k12.pa.us/Page/428>

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<sup>102</sup> Cambridge Education Tripod Survey Assessments can be found at <http://tripodproject.org/wp-content/uploads/2012/03/Flyer-Tripod-2012.pdf>

- **Davis School District**, the third largest district in Utah, developed its own survey instrument, to administer and scores the surveys. Teachers can choose to use student survey as part of their multi-measure evaluation
- **Denver**: Piloting, where it accounts for 5%, although not for stakes. Likely to be adopted in 2014-15 for stakes.  
<http://leap.dpsk12.org/Resources/FAQs.aspx>
- **Atlanta**: one of Pilot district for Georgia's new Teacher Keys Evaluation System (TKES), where student surveys is a component of teacher eval.  
<http://www.atlanta.k12.ga.us/site/default.aspx?PageType=3&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&FlexDataID=29047&PageID=28288>

### States using student surveys in teacher evaluation

- **Hawaii**: has used Tripod for formative purposes for years plans to use for stakes in 2014-15: <http://hawaiiidoereform.org/LiteratureRetrieve.aspx?ID=111977>
- **Georgia**: Piloting Teacher Keys Evaluation System (TKES) where student surveys is a component of teacher eval.  
<http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/TKES%20Fact%20%20Sheets%207-11-2012.pdf>
- **North Carolina**: In pilot. Results from the 2013 survey will not be used for teacher evaluation. State will determine whether to include student surveys in teacher and principal evaluation.  
<http://www.ncpublicschools.org/effectiveness-model/>
- **Kentucky**: In pilot. Results from the 2013 survey will not be used for teacher evaluation. KDE will collect the data to validate the instrument for future use.
- **Colorado**: Multiple resources about using student surveys in Colorado where they are an optional measure for inclusion in evaluations. Surveys were piloted in 12-13 school year for validation.  
<http://colegacy.org/studentsurvey/>

Explaining using student surveys in teacher evaluation  
<http://colegacy.org/news/wp-content/uploads/2012/09/District-FAQ-for-Student-Surveys-Revised-01292013.pdf>

## **List of Attached Documents**

1. Review Room School District Information
2. Review Room State Growth or Comparable Measures – Teachers
3. Review Room Locally Selected Measures - Teachers
4. Review Room Others Measures of Effectiveness - Teachers
5. Review Room Composite Scoring - Teachers
6. Review Room Additional Requirements – Teachers
7. Review Room State Growth or Comparable Measures - Principals
8. Review Room Locally Selected Measures - Principals
9. Review Room Other Measures of Effectiveness - Principals
10. Review Room Composite Scoring - Principals
11. Review Room Additional Requirements - Principals
12. Review Room Joint Certification of APPR Plan
13. Attached Documents to NYCDOE APPR Plan Review Room Submission (Teachers and Principals)

# Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 29, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number :

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

300000010000

#### 1.2) School District Name:

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

NYCDOE

#### 1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

#### 1.4) Award Classification

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

(No response)



## 1.5) Assurances

Please check all of the boxes below:

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

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

First-time submission

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

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

Multi-year, please specify the years:: 2013-2014, 2014-2015, 2015-2016, 2016-2017

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

Created Wednesday, May 29, 2013

Updated Saturday, June 01, 2013

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

State assessments (or Regents or Regent equivalents), *required if one exists*  
*If no State assessment or Regents exam exists:*

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K		See attached document
1		See attached document
2		See attached document

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Attached Document
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached document

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

## 2.3) Grades K-3 Math

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

Math	Assessment
K	See attached document
1	See attached document
2	See attached document

Math	Assessment
3	State assessment 3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached document
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached document
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached document
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached document
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached document

## 2.4) Grades 6-8 Science

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

Science	Assessment
6	See attached document
7	See attached document

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached document
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached document
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached document
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached document
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached document

## 2.5) Grades 6-8 Social Studies

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

Social Studies	Assessment
6	See attached document
7	See attached document
8	See attached document

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached document
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached document
Effective (9 - 17 points) Results meet District goals for similar students.	See attached document
Developing (3 - 8 points) Results are below District goals for similar students.	See attached document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached document

## 2.6) High School Social Studies Regents Courses

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

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

	Assessment
Global 1	See attached document

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached document
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached document
Effective (9 - 17 points) Results meet District goals for similar students.	See attached document
Developing (3 - 8 points) Results are below District goals for similar students.	See attached document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached document

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached document
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached document
Effective (9 - 17 points) Results meet District goals for similar students.	See attached document
Developing (3 - 8 points) Results are below District goals for similar students.	See attached document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached document

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached document
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached document
Effective (9 - 17 points) Results meet District goals for similar students.	See attached document
Developing (3 - 8 points) Results are below District goals for similar students.	See attached document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached document

## 2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA		See attached document
Grade 10 ELA		See attached document
Grade 11 ELA		See attached document

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached document
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached document

Effective (9 - 17 points) Results meet District goals for similar students.	See attached document
Developing (3 - 8 points) Results are below District goals for similar students.	See attached document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached document

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Librarians		See attached document
Foreign Language		See attached document
Art		See attached document
Physical Education		See attached document
Health		See attached document
CTE		See attached document
Non-Regents High School Courses		See attached document
Grade 4 Science	State Assessment	See attached document
ESL or Bilingual Teachers with at least 10 students taking the NYSESLAT	State Assessment	See attached document
Teachers with students who take the NYSAA	State Assessment	See attached document
All other teachers not included above	District, Regional or BOCES-developed	See attached document

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached document
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached document
Effective (9 - 17 points) Results meet District goals for similar students.	See attached document
Developing (3 - 8 points) Results are below District goals for similar students.	See attached document
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached document



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

(No response)

## 2.11) HEDI Tables or Graphics

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

(No response)

## 2.12) Locally Developed Controls

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

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

Growth Models will be created by the DOE to calculate student growth on the comparable growth measures. Given the diversity of the NYC student population, in order to construct fair and valid scores for principals on the comparable growth measures, the growth model will adjust for the following student characteristics – English Language Learner status, students with disabilities status, and student poverty. Additional adjustments for student characteristics may be considered within the parameters of 3012c and regulations. Per 3012c and regulations, in no case will a principals’ HEDI score be improved by more than two points as a result of any adjustment. The district will continue to set the same expectations for the college and career readiness of all students.

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

2.14) Assurances	Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances	Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances	Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances	Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances	Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances	Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Thursday, May 30, 2013

Updated Saturday, June 01, 2013

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

Measures based on:

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	See attached document
5	5) District, regional, or BOCES–developed assessments	See attached document
6	5) District, regional, or BOCES–developed assessments	See attached document
7	5) District, regional, or BOCES–developed assessments	See attached document
8	5) District, regional, or BOCES–developed assessments	See attached document

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See attached document
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	See attached document
5	5) District, regional, or BOCES–developed assessments	See attached document
6	5) District, regional, or BOCES–developed assessments	See attached document
7	5) District, regional, or BOCES–developed assessments	See attached document
8	5) District, regional, or BOCES–developed assessments	See attached document

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See attached document
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document

### 3.3) HEDI Tables or Graphics

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

(No response)

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

**Growth or achievement measure(s) from these options.**

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth

subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	Not applicable	See attached document
1	Not applicable	See attached document
2	Not applicable	See attached document
3	Not applicable	See attached document

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached document
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	Not applicable	See attached document
1	Not applicable	See attached document
2	Not applicable	See attached document
3	Not applicable	See attached document

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached document
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	See attached document
7	Not applicable	See attached document
8	Not applicable	See attached document

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached document
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	See attached document



7	Not applicable	See attached document
8	Not applicable	See attached document

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached document
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	Not applicable	See attached document
Global 2	Not applicable	See attached document
American History	Not applicable	See attached document

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached document
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document

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

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	Not applicable	See attached document
Earth Science	7) Student Learning Objectives	See attached document
Chemistry	Not applicable	See attached document
Physics	Not applicable	See attached document

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached document
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	Not applicable	See attached document
Geometry	Not applicable	See attached document
Algebra 2	Not applicable	See attached document

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached document
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached document

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	Not applicable	See attached document
Grade 10 ELA	Not applicable	See attached document
Grade 11 ELA	Not applicable	See attached document

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached document
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(No response)

### 3.13) HEDI Tables or Graphics

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

(No response)

### 3.14) Locally Developed Controls

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

See attached document

### 3.15) Teachers with More Than One Locally Selected Measure

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

See attached document

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 30, 2013

Updated Saturday, June 01, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2013 Revised Edition)

(No response)

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

No

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

2013-2014

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

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

assets/survey-uploads/5091/522317-2UoxI2HPmn/60 points.doc

### 4.3) Survey Tools (if applicable)

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

- Checked

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

See attached document

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See attached document
Effective: Overall performance and results meet NYS Teaching Standards.	See attached document
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See attached document
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See attached document

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	1
4.6) Observations of Probationary Teachers   Informal/Short	3
4.6) Observations of Probationary Teachers   Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Both



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

- 
- Both
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	1
4.7) Observations of Tenured Teachers   Informal/Short	3
4.7) Observations of Tenured Teachers   Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- Both
- 

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

- 
- Both
-

# 5. Composite Scoring (Teachers)

Created Thursday, May 30, 2013

Updated Saturday, June 01, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of growth or achievement**

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

**Growth or Comparable Measures**

**Locally-selected Measures of growth or achievement**

**Other Measures of Effectiveness (60 points)**

**Overall Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

**Locally-selected Measures of growth or achievement**

**Other Measures of Effectiveness  
(60 points)**

**Overall  
Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

## 6. Additional Requirements - Teachers

Created Wednesday, May 29, 2013

Updated Sunday, June 02, 2013

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### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/520889-Df0w3Xx5v6/TIP Form\\_2.docx](#)

#### 6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

In accordance with Education Law §3012-c, the regulations, and Education Law §3012-c(5-a), teachers who receive an ineffective rating, and only an ineffective rating, may file an appeal as described below:

(1) Chancellor's Appeals:

**Year One Status:** A teacher who did not receive an ineffective rating in the APPR for the prior school year is in year one status.  
**Chancellor's Appeals of Ineffective Ratings Only:** A teacher who is rated ineffective for a school year in which the teacher has year one status shall have a right to appeal that rating to the Chancellor, who shall make a final determination, unless an appeal is initiated to a three-member panel as described below. Any ineffective rating not appealed to the panel may be appealed by the individual teacher to the Chancellor.

**Scope of Chancellor's Appeals:** The scope of Chancellor's appeals shall be limited to: (1) the substance of the APPR; (2) the school district's adherence to the standards and methodologies required for such reviews pursuant to §3012-c; and (3) the adherence to the regulations of the Commissioner; (4) compliance with any applicable locally negotiated procedures; and (5) the school district's issuance and/or implementation of the terms of the TIP.

**Prohibition Against More Than One Chancellor's Appeal:** A teacher may not file multiple Chancellor's appeals regarding the same APPR or TIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

**Burden of Proof:** In a Chancellor's appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the teacher seeks relief.

**Timeframe for Filing an Appeal:** Chancellor's appeals must be filed within 10 school days of November 1 and the failure to commence an appeal within this timeframe shall be deemed a waiver of the right to appeal. The teacher must submit a detailed written description of the specific areas of disagreement over his or her APPR, or the issuance and/or implementation of the terms of his or her TIP and any additional documents or materials relevant to the appeal. The APPR and/or TIP being challenged must also be submitted with the appeal.

**Timeframe for NYCDOE Response:** Within 15 school days prior to the date of the appeal hearing, NYCDOE must provide a written response to the appeal and any additional documents or written materials specific to the point(s) of disagreement that support NYCDOE's response and are relevant to the resolution of the appeal. Any information not submitted at the time the appeal is filed, or at the time the response to the appeal is filed, shall not be considered in the deliberations related to the resolution of the appeal.

**Scheduling and Conducting Chancellor's Appeals:** NYCDOE must schedule all Chancellor's appeals to occur within the school year in which they are filed, including summer and excluding recess periods. The hearings will be heard by the Chancellor or the Chancellor's designee and will last no more than 4 hours, with each side having up to 2 hours to present its case. Cross-examination shall count toward the cross-examining party's 2 hours. Breaks requested by either party during the hearing shall count against the requesting party's 2 hours. The rating officer, at his/her option, may appear in-person or via video conference (to the extent practicable) or telephone (if video conference not practicable) in all appeals; the teacher and all witnesses shall appear in person.

**Decision on Appeal:** A decision shall be rendered by the Chancellor or the Chancellor's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. The decision shall be issued no later than 30 calendar days from the date of the hearing. The decision shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as NYCDOE's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the Chancellor or designee may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of a TIP, if that person is different. Such decision shall be final.

## (2) Panel Appeals:

**Scope of Panel Appeals:** The scope of panel appeals is limited to whether or not the ineffective rating was due to harassment or reasons not related to job performance. Any ineffective rating that is appealed to the panel may not be appealed to the Chancellor.

**Initiation of Panel Appeals:** In accordance with Education Law §3012-c(5-a), the UFT may appeal to a three-member panel the ineffective ratings of up to 13 percent of teachers who received such ineffective ratings for a school year, as determined by UFT.

**Prohibition Against More Than One Appeal:** The UFT may not file multiple panel appeals regarding the ineffective rating. All grounds for a panel appeal must be raised with specificity within one appeal. Any grounds not raised at the time the panel appeal is filed shall be deemed waived.

**Composition of Panel:** The 3-member panel shall consist of a person selected by the UFT; a person selected by the Chancellor of the NYCDOE; and an independent person who is not affiliated with the UFT or NYCDOE and is selected by the New York State Education Department (NYSED). The panel member selected by NYSED shall be the chair of the panel and shall conduct the panel appeal hearing.

**Notification of Ineffective Ratings, Determination of 13 Percent, and Commencement of Panel Appeals:** The Chancellor shall notify the UFT of all ineffective ratings. NYCDOE shall make all reasonable efforts to issue ratings and notify the UFT of ineffective ratings by October first of each school year. Each school year, if the UFT is notified of an ineffective rating prior to October first, a panel

appeal of that rating must be initiated by the UFT by November first, provided that no more than 13 percent of these ratings, as identified by the UFT, may be appealed to the panel.

Where the Chancellor notifies UFT of an ineffective rating after October 1, and the number of ineffective ratings for which notice was provided prior to October 1 is not sufficient to constitute 13% of the total annual number of ineffective ratings, the UFT shall notify the Chancellor within 10 school days of the Chancellor's notification of its intent to appeal such rating to a panel, and shall commence such appeal within 30 days of its receipt of the rating.

Failure to commence a panel appeal within these time frames shall be deemed a waiver of the right to appeal. UFT must submit a detailed written description of the specific grounds for the claim that the ineffective rating was given due to harassment or reasons not related to job performance and any additional documents or materials relevant to the appeal. The APPR containing the ineffective rating being challenged must also be submitted with the appeal.

**Burden of Proof:** The UFT must demonstrate a clear legal right to the relief requested and the burden of establishing the facts upon which relief is sought.

**Time frame for NYCDOE Response:** Within 15 school days prior to the date of the panel hearing, NYCDOE must provide a written response to the appeal and any additional documents or written materials specific to the point(s) of disagreement that support NYCDOE's response and are relevant to the resolution of the appeal. Any information not submitted at the time the response to the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

**Scheduling and Conducting Panel Hearings:** NYCDOE must schedule all panel hearings to occur within the school year in which they are filed, including summer and excluding recess periods. Panel hearings will last no more than 4 hours, with each side having up to 2 hours to present its case, except that the panel may extend these time periods under extenuating circumstances where necessary to afford both parties a full and fair opportunity to present their cases. Cross-examination shall count toward the cross-examining party's 2 hours. Breaks requested by either party during the hearing shall count against the requesting party's 2 hours. The rating officer, at his/her option, may appear in-person or via video conference (to the extent practicable) or via telephone (if video conference not practicable) in all appeals; the teacher and all witnesses shall appear in person.

**Panel Decision:** A decision shall be issued by the panel no later than 30 calendar days from the date of the hearing. The decision shall be based on a written record, comprised of the UFT's appeal papers and any documentary evidence accompanying the appeal, as well as NYCDOE's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the UFT's appeal. The panel's decision shall be final and a copy of the decision shall be provided to the UFT, the teacher, and the evaluator. If the panel sustains the appeal, the principal must submit to the panel a different rating, which must be approved by the panel within 10 school days of receipt of the principal's rating.

**Observations:** The independent validator shall be assigned to evaluate any teacher in "year two" status, as defined in Education Law §3012-c(5-a). The independent validator shall conduct three informal observations during the course of the school year, all of which may be unannounced and use the Danielson 2013 rubric and use all domains and components of the rubric as described in Task 4. Such observations shall occur no less than 20 school days apart. Each observation shall be a full period. Such observations may be in person or conducted by video. Based on the testimony at the hearing, I find that to avoid any bias there shall be no communication between the teacher or supervisor and the independent validator relating to the APPR. Written ratings and assessments must be shared with the teacher and principal at the conclusion of the rating period, on a date prescribed by the Chancellor.

If any procedural details are not addressed in this decision and are needed to implement the Chancellor's appeals or the panel appeals pursuant to Education Law §3012-c(5-a), the NYCDOE may use any existing collectively bargained procedures for appeals to the Chancellor from unsatisfactory ratings provided that such procedures are not inconsistent with this decision, and are needed to fully implement this APPR plan.

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

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

I accept NYCDOE's training plan and further require that the NYCDOE adhere to its training plan for both administrators and teachers in Appendix C of the NYCDOE's §3012-c implementation plan (NYCDOE Ex. 13), to the extent it conforms with the contents of this APPR plan and require that evaluators and lead evaluators be trained annually on the 9 required elements of training as described in

section 30-2.9 of the Rules of the Board of Regents. In addition, training must be conducted on the administration, use, security, and application of results from the State-approved Tripod survey(s) selected for pilot/use in the Other Measures subcomponent for teachers; the administration of any State-approved third-party assessment(s) selected by the Chancellor (if applicable); and evaluators must be trained on the use of the 22 components of the 2013 Danielson rubric.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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



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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, May 29, 2013

Updated Saturday, June 01, 2013

## Page 1

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

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

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

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

Elementary Schools
Middle Schools
K-8
High Schools
Transfer Schools
District 75
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Principals of buildings in which no state assessments are administered (e.g. early childhood)	District, regional, or BOCES-developed	CSA and NYCDOE will come to a mutual agreement, if no mutual agreement is reached by August 1st, then the default is a NYCDOE Performance Assessment in ELA and Math
Principals of buildings in which state assessments are administered but a state provided growth score is not provided by NYSED (e.g. K-3 buildings_	State assessment	Grade 3 ELA and Math State Assessments and/or any other State/Regents assessments given in the school. If additional assessments are required to meet 30% rule, CSA and NYCDOE will come to a mutual agreement, if no mutual agreement is reached by August 1st, then the default is a NYCDOE Performance Assessment In ELA and Math
Buildings in which a State Provided Growth Score is provided by NYSED but less than 30% students are covered by state provided growth score (e.g. K-4 buildings, some district 79, some district 75)	State assessment	Grades 3-8 ELA and Math State Assessments and/or Regents assessments and/or NYSAA assessments. If additional assessments are required to meet 30% rule, CSA and NYCDOE will come to a mutual agreement, if no mutual agreement is reached by August 1st, then the default is a NYCDOE Performance Assessment In ELA and Math

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	<p>HEDI Categories:</p> <p>NYC comparable growth measures will be rigorous and comparable across schools. Measures will be comparable in accordance with Standards of Educational and Psychological testing.</p> <p>For all comparable growth measures, the NYCDOE will generate growth models to determine principals’ “comparable growth measures rating” on a 0-100 scale. These ratings will be</p>
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converted to points using HEDI score conversion chart 5 in Attachment 7.3. See section 7.4 for a description of adjustments that will be made in these calculations to account for differences in student characteristics. Rounding rules will apply to the HEDI score conversion chart.

For schools with some of (but less than 30%) of its students taking the state grades 4-8 ELA and Math assessments, SED will provide HEDI scores which will be weighted proportionally with 3012c and its regulations) with district-provided targets, expectations, and HEDI results for principals based on district growth model calculations that utilize data and scoring methodologies developed for the NYC Progress Reports on their respective State Math, ELA and NYSAA assessments.

The NYCDOE will provide targets, expectations and HEDI results for principals without state-generated growth scores based on district growth model calculations that utilize data and scoring methodologies developed for the NYC Progress Reports.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attached HEDI score conversion chart 5 in Attachment 7.3
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached HEDI score conversion chart 5 in Attachment 7.3k 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached HEDI score conversion chart 5 in Attachment 7.3
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attached HEDI score conversion chart 5 in Attachment 7.3

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

assets/survey-uploads/5365/520962-lha0DogRNw/HEDI Conversion Chart 5.docx

## 7.4) Special Considerations for Comparable Growth Measures

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

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

Growth Models will be created by the DOE to calculate student growth on the comparable growth measures. Given the diversity of the NYC student population, in order to construct fair and valid scores for principals on the comparable growth measures, the growth model will adjust for the following student characteristics – English Language Learner status, students with disabilities status, and student poverty. Additional adjustments for student characteristics may be considered within the parameters of 3012c and regulations. Per 3012c and regulations, in no case will a principals’ HEDI score be improved by more than two points as a result of any adjustment. The district will continue to set the same expectations for the college and career readiness of all students.

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Thursday, May 30, 2013

Updated Saturday, June 01, 2013

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Elementary Schools	(d) measures used by district for teacher evaluation	Grades 3-5 State Math and ELA assessments ; Grade 4-5 State Math and ELA assessments
Middle Schools	(a) achievement on State assessments	Grades 6-8 state Math and ELA assessments
Middle Schools	(d) measures used by district for teacher evaluation	Grades 6-8 State Math and ELA assessments
K-8	(d) measures used by district for teacher evaluation	Grades 3-8 State Math and ELA assessments; Grades 4-8 State Math and ELA assessments
High Schools	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	High school graduation rates
High Schools	(h) students' progress toward graduation	High School credit accumulation
Transfer Schools	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	High School graduation rates
Transfer Schools	(h) students' progress toward graduation	High School credit accumulation
District 75 schools (schools exclusively serving students with disabilities) with at least 30% of students taking standard State ELA and Math assessments	(d) measures used by district for teacher evaluation	State assessments in ELA and Math in Grades 3-8 and NYSAA

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.

NYC local measures of student learning will be rigorous and comparable across schools. Measures will be comparable in accordance with Standards of Educational and Psychological Testing. The district understands that any option selected will differ from that used in the state growth or comparable measures subcomponent.

Principals' locally-selected measures of student achievement/growth ratings will be based on multiple metrics see Attachment 8.1 for additional information. The NYCDOE will utilize data and scoring methodologies developed for the NYC Progress Reports to calculate the scores on the locally-selected measures of student achievement/growth for principals. See Attachment 8.1 for a description of adjustments that will be made to these models to account for differences in student characteristics. Metrics will be weight averaged together to generate "locally-selected measures of student achievement/growth ratings" on a scale from 0 -100. These ratings will be converted to points using HEDI score conversion chart 6. Rounding rules will apply to the HEDI score conversion chart 6.

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

Principals whose locally-selected measures of student achievement/growth results are well above district expectations will receive a rating of Highly Effective using HEDI score conversion chart 6. (See conversion chart 7 for those principals without a 25 point state provided growth measure)

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

Principals whose locally-selected measures of student achievement/growth results meet district expectations will receive a rating of Effective using HEDI score conversion chart 6. (See conversion chart 7 for those principals without a 25 point state provided growth measure)

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

Principals whose locally-selected measures of student achievement/growth results are below district expectations will receive a rating of Developing using HEDI score conversion chart 6. (See conversion chart 7 for those principals without a 25 point state provided growth measure)

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

Principals whose locally-selected measures of student achievement/growth results are well below district expectations will receive a rating of Ineffective using HEDI score conversion chart 6. (See conversion chart 7 for those principals without a 25 point state provided growth measure)

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

(No response)

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

assets/survey-uploads/5366/522457-qBFVOWF7fC/NYC DOE Task 8.1 upload\_1.doc



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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Early Childhood	(d) measures used by district for teacher evaluation	CSA and NYCDOE will come to a mutual agreement, if no mutual agreement is reached by August 1st, then the default is a NYCDOE Performance Assessment In ELA and Math

District 75 (schools exclusively serving students with disabilities)	(d) measures used by district for teacher evaluation	Grades 3-8 state math and ELA and NYSAA assessments
District 75 (schools exclusively serving students with disabilities)	(g) % achieving specific level on Regents or alternatives	Regents assessments or district approved alternate assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>NYC local measures of student learning will be rigorous and comparable across schools. Measures will be comparable in accordance with Standards of Educational and Psychological Testing. The district understands that any option selected will differ from that used in the state growth or comparable measures subcomponent.</p> <p>Principals' locally-selected measures of student achievement/growth ratings will be based on multiple metrics see Attachment 8.1 for additional information. For each metric utilized, the NYCDOE will create a methodology to calculate the scores on the locally-selected measures of student achievement/growth for principals. See Attachment 8.1 for a description of adjustments that will be made to these models to account for differences in student characteristics. Metrics will be weight averaged together to generate "locally-selected measures of student achievement/growth ratings" on a scale from 0-100. These ratings will be converted to points using HEDI score conversion chart 7. Rounding rules will apply to the HEDI score conversion chart 7.</p> <p>A growth model will be created by the NYCDOE for principals of early childhood schools using a two part measure: ½ based on average proficiency and ½ based on progress on the assessments used for students in the school building for the locally selected measure.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals whose locally-selected measures of student achievement/growth results are well above district expectations will receive a rating of Highly Effective using HEDI score conversion chart 7. (See HEDI chart 6 for those principals who have a 25 point state provided growth score).
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals whose locally-selected measures of student achievement/growth results meet district expectations will receive a rating of Effective using HEDI score conversion chart 7. (See HEDI chart 6 for those principals who have a 25 point state provided growth score).

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals whose locally-selected measures of student achievement/growth results are below district expectations will receive a rating of Developing using HEDI score conversion chart 7. (See HEDI chart 6 for those principals who have a 25 point state provided growth score).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals whose locally-selected measures of student achievement/growth results are well below district expectations will receive a rating of Ineffective using HEDI score conversion chart 7. (See HEDI chart 6 for those principals who have a 25 point state provided growth score).

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

(No response)

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

assets/survey-uploads/5366/522457-T8MIGWUVm1/NYC DOE Task 8.2 upload\_1.doc

### 8.3) Locally Developed Controls

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

The NYCDOE will create a methodology to calculate scores on the local measures of student learning. Given the diversity of the NYC student population, in order to construct fair and valid scores for principals on the local measures, the methodology will adjust for some or all of the following student characteristics (depending on grade level) – English Language Learner status, students with disabilities status, student economic status, overage and under-credited status, and entering performance. See Attachments 8.1 for specific controls by measure. Additional adjustments for student characteristics may be considered within the parameters of 3012c and regulations. Per 3012c and regulations, in no case will a principal's HEDI score be improved by more than two points as a result of any adjustment. The district will continue to set the same expectations for the college and career readiness of all students.

### 8.4) Principals with More Than One Locally Selected Measure

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

See Attachment 8.1 in Tasks 8.1 and 8.2 uploads for weights used to combine multiple locally selected measures into a single subcomponent HEDI category and score.

### 8.5) Assurances

Please check all of the boxes below:

8.5) Assurances   Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check

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

# 9. Other Measures of Effectiveness (Principals)

Created Wednesday, May 29, 2013

Updated Saturday, June 01, 2013

## Page 1

### 9.1) Principal Practice Rubric

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

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

District Variance

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

See upload

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

assets/survey-uploads/5143/520937-pMADJ4gk6R/NYC DOE 9.7 Process for Assigning Points and Determining HEDI Ratings\_2.doc

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

Highly Effective: Overall performance and results exceed standards.	See the upload in Task 9.7.
Effective: Overall performance and results meet standards.	See the upload in Task 9.7.
Developing: Overall performance and results need improvement in order to meet standards.	See the upload in Task 9.7.
Ineffective: Overall performance and results do not meet standards.	See the upload in Task 9.7.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	See upload in Task 9.7
Effective	See upload in Task 9.7
Developing	See upload in Task 9.7
Ineffective	See upload in Task 9.7

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

### **Tenured Principals**

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2



# 10. Composite Scoring (Principals)

Created Thursday, May 30, 2013

Updated Saturday, June 01, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of growth or achievement**

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

**Growth or Comparable Measures**

**Locally-selected Measures of growth or achievement**

**Other Measures of Effectiveness (60 points)**

**Overall Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	See upload in Task 9.7
Effective	See upload in Task 9.7
Developing	See upload in Task 9.7
Ineffective	See upload in Task 9.7

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

**Locally-selected Measures of growth or achievement**

**Other Measures of Effectiveness  
(60 points)**

**Overall  
Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Wednesday, May 29, 2013

Updated Sunday, June 02, 2013

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/520935-Df0w3Xx5v6/NYC DOE Task 11 PIP Form.doc](#)

### 11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

#### APPEALS PROCESS

Notice of Appeal: Upon receipt of an Ineffective rating, the principal shall have ten (10) school days to submit an appeal and such notice shall be filed electronically.

Hearing: The hearing officer shall consider: (a) the substance of the annual professional review and such other relevant evidence

presented by the principal; (b) the Department’s adherence to the standards and methodologies required for such reviews; (c) the adherence to State regulations; (d) compliance with any applicably negotiated procedures; and (e) the Department’s issuance and/or implement of the terms of the PIP.

The Department and CSA will mutually select a panel of experienced educators to serve as the hearing officer. The panel will include individuals for each school level (elementary, middle, and high school) and the individuals will be assigned appeals in their respective levels on a rotating basis. Those selected will be required to receive training in the APPR process.

The panel of hearing officers shall serve one year terms which extend from September 1 through August 30 of the following year. Hearing officers shall continue for additional one year terms, unless either side terminates the services of the hearing officer.

Recommendation/Decision: The hearing officer shall render a written decision and recommendation to the Chancellor either sustaining the rating or reversing the rating and may recommend a revised rating, with a rationale for the recommendation. The hearing officer’s decision and recommendation will be sent to both the Department and principal. The Chancellor or designee shall either sustain the original rating or reverses the rating and determine the appropriate rating. If the Chancellor sustains the rating, the Chancellor or designee shall issue a decision with rationale. If the Chancellor reverses the rating and issues a revised rating, the original rating shall be expunged from the principal’s records and the documentation shall be revised to be consistent with the revised rating.

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

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

For the purpose of 3012-c requirements concerning the “certification” of individuals who are evaluating principals, “lead” evaluators are defined as superintendents. To be certified, all lead evaluators must participate in: informational webinars, norming and calibration training, and the standardized central training on the Core Components of Education Law §3012-c which includes multi-day training on the required 9 elements described in section 30-2.9 of the Rules of the Board of Regents (these trainings are not optional). All lead evaluators will be trained annually to ensure ongoing inter-rater reliability and to be re-certified.

See Appendix C of the NYCDOE’s 3012-c implementation plan, to the extent it conforms with the contents of this APPR plan, for specific information about the duration, content, and outcome of each training session, including which of the 9 elements are addressed in different types of training. In addition, training must be conducted on the administration, use, security, and application of results from administration of any assessment(s) used for the measures of student learning

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations,

including training on the effective application of such rubrics to observe a teacher or principal's practice

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

# 12. Joint Certification of APPR Plan

Created Saturday, June 01, 2013

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## Page 1

### 12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/524374-3Uqgn5g9Iu/NYC DOE District Certification Form.pdf](#)

### File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.



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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:      Date:



Teachers Union President Signature:      Date:



Administrative Union President Signature:      Date:



Board of Education President Signature:      Date:



**ATTACHED DOCUMENTS TO NYCDOE**  
**APPR PLAN REVIEW ROOM SUBMISSION**

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## Task 2

### Section 1 – Rules: State-Provided Growth or Other Comparable Measures Subcomponent

1. For teachers with 51-100% of their students in 4-8 common branch, ELA, and Math, NYSED will provide a State-provided growth score (SGP/VA) which will constitute the teacher's score for the State Growth or Other Comparable Measures subcomponent.
2. For all other classroom teachers with less than a majority of their students in grades 4-8 common branch, ELA and Math, these teachers must have Student Learning Objectives (SLOs) for the State Growth or Other Comparable Measures subcomponent. Please see: <http://www.engageny.org/resource/student-learning-objectives> for NYSED's resources, including guidance, sample SLOs, and videos that can help to support educators in their development of SLOs.
3. The law requires that all classroom teachers be evaluated under the new law. The regulations define "classroom teacher" as a teacher in the classroom teaching service as defined in §80-1.1 of the Commissioner's regulations. For further guidance on teachers and other school personnel considered "classroom teachers" under the new law please see Section B of APPR Guidance: <http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf>
  - a. A teacher performing instructional support services for more than 40% of his/her time will not be included in the definition of classroom teacher for purposes of compliance with Education Law §3012-c unless he/she is also serving as a teacher in the classroom teaching service for 40% or more of his/her time. (please see B3 of APPR Guidance: <http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf>)
  - b. Special education teachers in integrated co-teaching classrooms (also referred to as collaborative team teaching by NYCDOE) are subject to the new evaluation requirements. Co-teachers will both receive the same evaluation score, based on all of the students in the classroom, for the Growth subcomponent whether it is a State-provided growth measure or a Student Learning Objective. (please see B7 of APPR Guidance: <http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf>)
  - c. Resource room teachers, "push-in, pull-out" teachers, and academic intervention services (AIS) specialists are all subject to the new evaluation requirements. (please see B8 of APPR Guidance: <http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf>)
  - d. Librarians who are certified as a library media specialist or school media specialist (library) are teachers in the classroom teaching service and are subject to the new evaluation requirements. (please see B12 of APPR Guidance: <http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf>)
4. If teachers have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which the principal (or principal's designee) must weight proportionately based on the number of students in each SLO.
5. For all classroom teachers in grades K-8 common branch, ELA and Math with less than a majority of their students in grades 4-8 common branch, ELA and Math, these teachers must have SLOs for the State Growth or Other Comparable measures subcomponent for both ELA and Math (unless the teacher only teaches one of these subjects).
6. The number of SLOs to be set for teachers with multiple course/sections must follow the State's rules which can be found in the following documents (generally: <http://www.engageny.org/resource/student-learning-objectives/>):
  - a. <http://www.engageny.org/sites/default/files/resource/attachments/slo-guidance.pdf>

- b. <http://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>
  - c. <http://www.engageny.org/resource/student-learning-objective-road-map-for-english-as-a-second-language-and-bilingual>
7. SLOs must be set using the State’s SLO template which can be found here: <http://www.engageny.org/resource/new-york-state-student-learning-objective-template>
  8. The process by which SLOs must be submitted to the principal (or the principal’s designee) is to be determined by the Chancellor. The Chancellor may determine that this process be left to be determined by the principals of school buildings.
  9. The building principal (or the principal’s designee) will make the final determination on any elements of the SLO proposed by the teacher. Principals – responsible for approving SLOs that teachers have proposed – may use NYCDOE-generated growth scores for the creation of SLO targets if the NYCDOE has generated a target expectation for the SLO of any grade/subject.
  10. An SLO must be set for the entire length of the course. Generally, SLOs will be set for an entire academic year. (please see D32 of the APPR Guidance: <http://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>).
    - a. All SLOs must be finalized no later than November 15 of each school year for full year courses, absent any extraordinary circumstances, from the start of the school year. Teachers must submit their proposed SLOs to their building principal (or principal’s designee) no later than October 15 of each school year, absent any extraordinary circumstances, from the start of the school year. The building principal (or principal’s designee) must provide teachers with their final SLO no later than November 15 of each school year, absent any extraordinary circumstances, from the start of the school year. In all instances, the principal will make the final determination of any elements of the SLO where there is disagreement with what the teacher has proposed. The principal does not need to meet with the teacher to discuss the revisions that are made from the initial, proposed SLO to the final, approved SLO; however, it is recommended that such a discussion occur and that where possible the teacher have the opportunity to revise the SLO to meet the expectations of the principal.
    - b. For semestered courses (where a teacher does not teach the same course which ends in the same summative assessment in both semesters), all SLOs must be finalized within six weeks from the start of the semester, absent any extraordinary circumstances. Teachers must submit their proposed SLOs to their building principal (or principal’s designee) no later than three weeks from the start of the semester, absent any extraordinary circumstances. The building principal (or principal’s designee) must provide teachers with their final SLO no later than six weeks from the start of the semester, absent any extraordinary circumstances. In all instances, the principal will make the final determination of any elements of the SLO where there is disagreement with what the teacher has proposed. The principal does not need to meet with the teacher to discuss the revisions that are made from the initial, proposed SLO to the final, approved SLO; however, it is recommended that such a discussion occur and that where possible the teacher have the opportunity to revise the SLO to meet the expectations of the principal.
    - c. For trimester courses (where a teacher does not teach the same course which ends in the same summative assessment in all three trimesters), all SLOs must be finalized within three weeks from the start of the trimester, absent any extraordinary circumstances. Teachers must submit their proposed SLOs to their building principal (or principal’s designee) no later than one week from the start of the trimester, absent any extraordinary circumstances. The building principal (or principal’s designee) must provide teachers with their final SLO no later than three weeks from the start of the trimester, absent any extraordinary circumstances. In all instances, the principal will make the final determination of any elements of the SLO where there is disagreement with

what the teacher has proposed. The principal does not need to meet with the teacher to discuss the revisions that are made from the initial, proposed SLO to the final, approved SLO; however, it is recommended that such a discussion occur and that where possible the teacher have the opportunity to revise the SLO to meet the expectations of the principal.

- d. For cycle-based courses (where a teacher does not teach the same course which ends in the same summative assessment in all cycles), all SLOs must be finalized within two weeks from the start of the cycle, absent any extraordinary circumstances. Teachers must submit their proposed SLOs to their building principal (or principal's designee) no later than one week from the start of the cycle, absent any extraordinary circumstances. The building principal (or principal's designee) must provide teachers with their final SLO no later than two weeks from the start of the cycle, absent any extraordinary circumstances. In all instances, the principal will make the final determination of any elements of the SLO where there is disagreement with what the teacher has proposed. The principal does not need to meet with the teacher to discuss the revisions that are made from the initial, proposed SLO to the final, approved SLO; however, it is recommended that such a discussion occur and that where possible the teacher have the opportunity to revise the SLO to meet the expectations of the principal.

#### 11. Assessments to be used in SLOs:

- a. For teachers with any courses that end in a grade 4-8 ELA or Math assessment who do not have a State-provided growth measure for less than a majority of their students, SLOs must first be set using the results of the State-provided growth measure (see D20 and D35 of APPR Guidance: <http://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>).
- b. For courses that culminate in a State assessment (i.e., 3<sup>rd</sup> grade ELA and Math, 4<sup>th</sup> grade Science, 8<sup>th</sup> grade Science, all Regents courses, NYSESLAT and NYSAA courses) such State assessments must be used in the SLO(s) to determine the teacher's State Growth or Other Comparable measures subcomponent score.
- c. For core courses not ending in a State assessment (i.e., grades 6-7 Science and grades 6-8 Social Studies), the assessment used in the SLO(s) must be grade and subject specific and shall be either a NYCDOE-developed performance assessment or, if a NYCDOE-developed performance assessment has not been developed, the Chancellor must select an approved third-party assessment from the State's list (see: <http://usny.nysed.gov/rtt/teachers-leaders/assessments/approved-list.html> – note that not all assessments on this list are approved for growth – only those approved for the State growth subcomponent may be selected by the Chancellor for this subcomponent. The assessment selected for a grade/subject must also be approved for the grade/subject that is listed).
- d. For all other courses not included above, the assessment(s) used in the SLO(s) for the teachers in a grade/subject will be a NYCDOE-developed performance assessment. For teachers in a grade/subject where the district has not developed a performance assessment, the principals may select from the following options: (1) SLOs with a school-wide, group or team measure of student growth using State assessments administered within the particular school building; or (2) a third party assessment selected by the Chancellor from the State's approved list. For the 2013-2014 school year, the principal must decide what measures will be used for the upcoming school year by the opening day of classes and by August 15 of all subsequent years of this plan. If the principal does not decide by the date specified, the NYCDOE must use a school-wide measure based on State assessments administered within the particular school building in which the teacher being assessed resides.
  - i. For the purposes of a school-wide, group or team measure, the teachers can only be linked to other teachers in the same school with State assessment results.

- e. For all other teachers in a grade/subject where the district had not developed a performance assessment and the school-wide, group or team measure based on State assessments cannot be used because none of the grade configurations in the building or program have State assessments (e.g., grades K-2), then the Chancellor must select an approved third-party assessment from the State's list (see: <http://usny.nysed.gov/rttt/teachers-leaders/assessments/cte-approved-list.html> and <http://usny.nysed.gov/rttt/teachers-leaders/assessments/approved-list.html> – note that not all assessments on this list are approved for growth – only those approved for the State growth subcomponent may be selected by the Chancellor for this subcomponent).
- f. For all teachers with SLOs for the Other Comparable Measures subcomponent who are using a NYCDOE-developed performance assessment, State assessment, and/or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor, the NYCDOE must determine what will be used as a baseline for use in the SLOs and provide this to principals and teachers no later than the first day of the start of the school year (the pre-assessment does not need to be an actual assessment; historical data can be used in conjunction or in place of an actual assessment – see: <http://www.engageny.org/resource/slo-103-for-teachers>).

12. Task-by-Task HEDI Growth Processes to be used in SLOs:

- a. Task 2.2 K-3 ELA Teachers
  - i. **For Kindergarten ELA Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**
    - 1. For Kindergarten ELA teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Kindergarten ELA teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
  - ii. **For Kindergarten ELA Teachers using a school-wide, group or team measure based on State assessments:**
    - 1. For all Kindergarten ELA teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
    - 2. For Kindergarten ELA teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those

teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**iii. Default Option: For Kindergarten ELA Teachers using a school-wide measure based on State assessments:**

1. For all Kindergarten ELA teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments given in the school (except for grades 4-8 ELA and Math). The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Kindergarten ELA teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**iv. For Grade 1 ELA Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For Grade 1 ELA teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 1 ELA teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**v. For Grade 1 ELA Teachers using a school-wide, group or team measure based on State assessments:**



1. For all Grade 1 ELA teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Grade 1 ELA teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**vi. Default Option: For Grade 1 ELA Teachers using a school-wide measure based on State assessments:**

1. For all Grade 1 ELA teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments given in the school (except for grades 4-8 ELA and Math). The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Grade 1 ELA teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**vii. For Grade 2 ELA Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For Grade 2 ELA teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth

targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 2 ELA teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**viii. For Grade 2 ELA Teachers using a school-wide, group or team measure based on State assessments:**

1. For all Grade 2 ELA teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Grade 2 ELA teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**ix. Default Option: For Grade 2 ELA Teachers using a school-wide measure based on State assessments:**

1. For all Grade 2 ELA teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments given in the school (except for grades 4-8 ELA and Math). The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Grade 2 ELA teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the

SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

- x. For Grade 3 ELA Teachers using the NYS Grade 3 ELA assessment:**
  - 1. For Grade 3 ELA teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 3 ELA teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Grade 3 ELA assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
- b. Task 2.3 K-3 Math Teachers
  - i. For Kindergarten Math Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**
    - 1. For Kindergarten Math teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Kindergarten Math teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
  - ii. For Kindergarten Math Teachers using a school-wide, group or team measure based on State assessments:**
    - 1. For all Kindergarten Math teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

2. For Kindergarten Math teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
- iii. **Default Option: For Kindergarten Math Teachers using a school-wide measure based on State assessments:**
1. For all Kindergarten Math teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments given in the school (except for grades 4-8 ELA and Math). The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
  2. For Kindergarten Math teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
- iv. **For Grade 1 Math Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**
1. For Grade 1 Math teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 1 Math teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**v. For Grade 1 Math Teachers using a school-wide, group or team measure based on State assessments:**

1. For all Grade 1 Math teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Grade 1 Math teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**vi. Default Option: For Grade 1 Math Teachers using a school-wide measure based on State assessments:**

1. For all Grade 1 Math teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments given in the school (except for grades 4-8 ELA and Math). The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Grade 1 Math teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**vii. For Grade 2 Math Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For Grade 2 Math teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 2 Math teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**viii. For Grade 2 Math Teachers using a school-wide, group or team measure based on State assessments:**

1. For all Grade 2 Math teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Grade 2 Math teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**ix. Default Option: For Grade 2 Math Teachers using a school-wide measure based on State assessments:**

1. For all Grade 2 Math teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments given in the school (except for grades 4-8 ELA and Math). The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

2. For Grade 2 Math teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**x. For Grade 3 Math Teachers using the NYS Grade 3 Math assessment:**

1. For Grade 3 Math teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 3 Math teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Grade 3 Math assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

c. Task 2.4 6-8 Science Teachers

**i. For Grade 6 Science Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For Grade 6 Science teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 6 Science teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**ii. For Grade 7 Science Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For Grade 7 Science teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see:

<http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 7 Science teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**iii. For Grade 8 Science Teachers using the NYS Grade 8 Science assessment:**

1. For Grade 8 Science teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 8 Science teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Grade 8 Science assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

d. Task 2.5 6-8 Social Studies Teachers

**i. For Grade 6 Social Studies Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For Grade 6 Social Studies teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 6 Social Studies teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**ii. For Grade 7 Social Studies Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For Grade 7 Social Studies teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric



must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 7 Social Studies teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**iii. For Grade 8 Social Studies Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For Grade 8 Social Studies teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 8 Social Studies teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

e. Task 2.6 High School Social Studies Regents Courses Teachers

**i. For Global 1 Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For Global 1 teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Global 1 teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**ii. For Global 1 Teachers using a school-wide, group or team measure based on State assessments:**

1. For all Global 1 teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide,

group or team targets for the State and/or Regents assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**iii. Default Option: For Global 1 Teachers using a school-wide measure based on State assessments:**

1. For all Global 1 teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments given in the school. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State and/or Regents assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**iv. For Global 2 Teachers using the NYS Global History and Geography Regents assessment:**

1. For Global 2 teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Global 2 teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Global History and Geography Regents assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**v. For American History Teachers using the NYS U.S. History and Government Regents assessment:**

1. For American History teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the American History teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS U.S. History and Government Regents

assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

f. Task 2.7 High School Science Regents Courses Teachers

**i. For Living Environment Teachers using the NYS Living Environment Regents assessment:**

1. For Living Environment teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Living Environment teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Living Environment Regents assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**ii. For Earth Science Teachers using the NYS Earth Science Regents assessment:**

1. For Earth Science teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Earth Science teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Earth Science Regents assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**iii. For Chemistry Teachers using the NYS Chemistry Regents assessment:**

1. For Chemistry teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Chemistry teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Chemistry Regents assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**iv. For Physics Teachers using the NYS Physics Regents assessment:**

1. For Physics teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Physics teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Physics Regents assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**g. Task 2.7 High School Math Regents Courses Teachers**

**i. For Algebra 1 Teachers using the NYS Integrated Algebra Regents assessment:**

1. For Algebra 1 teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Algebra 1 teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Integrated Algebra Regents assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
  - a. NOTE: January 2015 is the final administration of the Integrated Algebra Regents exam. Any student taking an Algebra 1 Regents course culminating in a Regents exam must take the Common Core Algebra 1 Regents exam after January 2015.

**ii. For Geometry Teachers using the NYS Geometry Regents assessment:**

1. For Geometry teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Geometry teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Geometry Regents assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**iii. For Algebra 2 Teachers using the NYS Algebra 2 Regents assessment:**

1. For Algebra 2 teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Algebra 2 teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Algebra 2 Regents assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**h. Task 2.9 High School English Language Arts Teachers**

- i. NOTE:** The NYS Comprehensive English Regents exam option must be selected for at least one (1) of the three (3) high school ELA courses listed in Task 2.9.

**ii. For Grade 9 ELA Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For Grade 9 ELA teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 9 ELA teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**iii. For Grade 9 ELA Teachers using a school-wide, group or team measure based on State assessments:**

1. For all Grade 9 ELA teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State and/or Regents assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State and/or Regents assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

***iv. Default Option: For Grade 9 ELA Teachers using a school-wide measure based on State assessments:***

1. For all Grade 9 ELA teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments given in the school. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State and/or Regents assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State and/or Regents assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**v. For Grade 9 ELA Teachers using the NYS Comprehensive English Regents assessment:**

1. For Grade 9 ELA teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 9 ELA teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Comprehensive English Regents assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
  - a. NOTE: June 2016 is the final administration of the NYS Comprehensive English Regents exam. Any student taking an English Regents course culminating in a Regents exam must take the Common Core English Regents exam after June 2016.

**vi. For Grade 10 ELA Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For Grade 10 ELA teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 10 ELA teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the

Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**vii. For Grade 10 ELA Teachers using a school-wide, group or team measure based on State assessments:**

1. For all Grade 10 ELA teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State and/or Regents assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State and/or Regents assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**viii. Default Option: For Grade 10 ELA Teachers using a school-wide measure based on State assessments:**

1. For all Grade 10 ELA teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments given in the school. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State and/or Regents assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State and/or Regents assessments within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**ix. For Grade 10 ELA Teachers using the NYS Comprehensive English Regents assessment:**

1. For Grade 10 ELA teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 10 ELA teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Comprehensive English Regents assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
  - a. NOTE: June 2016 is the final administration of the NYS Comprehensive English Regents exam. Any student taking an English Regents course culminating in a Regents exam must take the Common Core English Regents exam after June 2016.

- x. **For Grade 11 ELA Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**
  - 1. For Grade 11 ELA teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal’s designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal’s designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 11 ELA teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
- xi. **For Grade 11 ELA Teachers using a school-wide, group or team measure based on State assessments:**
  - 1. For all Grade 11 ELA teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments students take. The target proposed by the principal must be approved by the principal’s supervisor (or supervisor’s designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State and/or Regents assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
- xii. **Default Option: For Grade 11 ELA Teachers using a school-wide measure based on State assessments:**
  - 1. For all Grade 11 ELA teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments given in the school (except for grades 4-8 ELA and Math). The target proposed by the principal must be approved by the principal’s supervisor (or supervisor’s designee) who then makes the final determinations on the proposed school-wide targets for the State and/or Regents assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State and/or Regents assessments within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
- xiii. **For Grade 11 ELA Teachers using the NYS Comprehensive English Regents assessment:**
  - 1. For Grade 11 ELA teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal’s designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the



SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal’s designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 11 ELA teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Comprehensive English Regents assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

- a. NOTE: June 2016 is the final administration of the NYS Comprehensive English Regents exam. Any student taking an English Regents course culminating in a Regents exam must take the Common Core English Regents exam after June 2016.

i. Task 2.10 All Other Courses

**i. For Librarians using a NYCDOE-developed assessment:**

1. For Librarians, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal’s designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal’s designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to Librarians based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**ii. For Librarians using a school-wide, group or team measure based on State assessments:**

1. For all Librarians in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments students take. The target proposed by the principal must be approved by the principal’s supervisor (or supervisor’s designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Librarians who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State

assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**iii. Default Option: For Librarians using a school-wide measure based on State assessments:**

1. For all Librarians in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments given in the school (except for grades 4-8 ELA and Math). The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State and/or Regents assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State and/or Regents assessments within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Librarians who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State and/or Regents assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**iv. For Foreign Language Teachers using a NYCDOE-developed assessment:**

1. For Foreign Language teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Foreign Language teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**v. For Foreign Language Teachers using a school-wide, group or team measure based on State assessments:**

1. For all Foreign Language teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team

growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

2. For Foreign Language teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

vi. **Default Option: For Foreign Language Teachers using a school-wide measure based on State assessments:**

1. For all Foreign Language teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments given in the school (except for grades 4-8 ELA and Math). The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State and/or Regents assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State and/or Regents assessments within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Foreign Language teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State and/or Regents assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

vii. **For Art Teachers using a NYCDOE-developed assessment:**

1. For Art teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Art teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**viii. For Art Teachers using a school-wide, group or team measure based on State assessments:**

1. For all Art teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Art teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**ix. Default Option: For Art Teachers using a school-wide measure based on State assessments:**

1. For all Art teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments given in the school (except for grades 4-8 ELA and Math). The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State and/or Regents assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State and/or Regents assessments within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Art teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State and/or Regents assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**x. For Physical Education Teachers using a NYCDOE-developed assessment:**

1. For Physical Education teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student

growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Physical Education teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xi. For Physical Education Teachers using a school-wide, group or team measure based on State assessments:**

1. For all Physical Education teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Physical Education teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xii. Default Option: For Physical Education Teachers using a school-wide measure based on State assessments:**

1. For all Physical Education teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments given in the school (except for grades 4-8 ELA and Math). The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State and/or Regents assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State and/or Regents assessments within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Physical Education teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those

teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State and/or Regents assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xiii. For Health Teachers using a NYCDOE-developed assessment:**

1. For Health teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Health teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xiv. For Health Teachers using a school-wide, group or team measure based on State assessments:**

1. For all Health teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For Health teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xv. Default Option: For Health Teachers using a school-wide measure based on State assessments:**

1. For all Health teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments given in the school (except for grades 4-8 ELA and Math). The target proposed by the principal must be approved by the principal's supervisor (or

supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State and/or Regents assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State and/or Regents assessments within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

2. For Health teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State and/or Regents assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xvi. For CTE Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For CTE teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the CTE teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xvii. For CTE Teachers using a school-wide, group or team measure based on State assessments:**

1. For all CTE teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xviii. Default Option: For CTE Teachers using a school-wide measure based on State assessments:**

1. For all CTE teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments given in the school. The target proposed by the principal must be

approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State and/or Regents assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State and/or Regents assessments within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xix. For Non-Regents High School Teachers using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For Non-Regents High School teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Non-Regents High School teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xx. For Non-Regents High School Teachers using a school-wide, group or team measure based on State assessments:**

1. For all Non-Regents High School teachers in the school, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State and/or Regents assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xxi. Default Option: For Non-Regents High School Teachers using a school-wide measure based on State assessments:**

1. For all Non-Regents High School teachers in the school, the building principal will propose a school-wide target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments given in the school. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide targets for the State and/or Regents assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State and/or Regents



assessments within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xxii. For Grade 4 Science Teachers using the NYS Grade 4 Science assessment:**

1. For Grade 4 Science teachers, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the Grade 4 Science teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYS Grade 4 Science assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xxiii. For ESL or Bilingual Teachers:**

1. For ESL or Bilingual teachers with 10 or more students who take the NYSESLAT, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points for this portion of the SLO will be awarded to the teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the NYSESLAT assessment and the HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the assessment chosen for that grade/subject (e.g., Grade 3 Bilingual Teacher would have 3 SLOs: 3<sup>rd</sup> grade ELA and Math State assessment SLOs and NYSESLAT SLO). See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xxiv. For Teachers with students who take the NYSAA assessment:**

1. For teachers with students who take the NYSAA assessment, using available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs), teachers in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the teacher with students

who take the NYSAA assessment based on the overall percentage of their students who meet or exceed their individual growth targets on the NYSAA assessment. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xxv. For all other teachers of any additional grades and subjects not included already in this Task using a NYCDOE-developed assessment or a State-approved 3<sup>rd</sup> party assessment selected by the Chancellor:**

1. For all other teachers of any additional grades and subjects not included already in this Task, these teachers will use available baseline data and/or pre-assessment data (e.g., prior academic history, IEPs) and in collaboration with their building principals (or the principal's designee), will set individual student growth targets for all of the students on their class roster. The teacher must ensure the SLOs submitted meet the expectations set forth in the multi-state SLO rubric (see: <http://www.engageny.org/resource/draft-multi-state-slo-rubric>). This rubric must be used by the principal (or the principal's designee) in the approval process of the SLO. If the principal (or designee) does not agree with any elements of the SLOs, the principal (or designee) will make the final determinations on any elements of the SLO. HEDI points will be awarded to the teacher based on the overall percentage of their students who meet or exceed their individual growth targets on the summative assessment determined by the Chancellor. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xxvi. For all other teachers of any additional grades and subjects not included already in this Task using a school-wide, group or team measure based on State assessments:**

1. For all other teachers of any additional grades and subjects not included already in this Task, the building principal will propose a school-wide, group or team target using available baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State assessments students take. The target proposed by the principal must be approved by the principal's supervisor (or supervisor's designee) who then makes the final determinations on the proposed school-wide, group or team targets for the State assessments. HEDI points will be awarded for the SLO based on the percentage of students who meet or exceed their school-wide, group or team growth target on the applicable State assessment(s) within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.
2. For all other teachers of any additional grades and subjects not included already in this Task who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

**xxvii. Default Option: For all other teachers of any additional grades and subjects not included already in this Task using a school-wide measure based on State assessments:**

1. For all other teachers of any additional grades and subjects not included already in this Task, the building principal will propose a school-wide target using available

baseline data and/or pre-assessment data (e.g., historical trends, student records), that is based on all of the State and/or Regents assessments given in the school (except for grades 4-8 ELA and Math). The target proposed by the principal must be approved by the principal’s supervisor (or supervisor’s designee) who then makes the final determinations on the proposed school-wide targets for the State and/or Regents assessments. HEDI points will be awarded for the school-wide SLO based on the percentage of students school-wide who meet or exceed their school-wide growth target on the applicable State and/or Regents assessments within the building. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

- For all other teachers of any additional grades and subjects not included already in this Task who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, the SLO process will be as follows: the State will provide a HEDI score based on the results of the NYS ELA and Math assessments grades 4-8 given in the building. The HEDI results will be weighted proportionately with the HEDI results from the additional SLOs that use the school-wide targets based on any additional State and/or Regents assessments given in the school. See the uploaded chart in Task 2.11 for the specific allocation of HEDI points.

Task 2.11 HEDI Tables or Graphics

H: 90-100%

E: 75-89%

D: 60-74%

I: 0-59%

<b>HEDI Chart for Task 2.11</b>																				
<b>% of students meeting or exceeding target</b>																				
<b>Highly Effective</b>			<b>Effective</b>			<b>Developing</b>		<b>Ineffective</b>												
<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>100-97</b>	<b>96-93</b>	<b>92-90</b>	<b>89-85</b>	<b>84-80</b>	<b>79-75</b>	<b>74-67</b>	<b>66-60</b>	<b>59-55</b>	<b>54-49</b>	<b>48-44</b>	<b>43-39</b>	<b>38-34</b>	<b>33-29</b>	<b>28-25</b>	<b>24-21</b>	<b>20-17</b>	<b>16-13</b>	<b>12-9</b>	<b>8-5</b>	<b>4-0</b>

## Task 3

After considering all relevant factors, including the significant size and diversity of the NYC school district, the Commissioner has determined that he will adopt UFT's position that there must be a "school-based measures of student learning committee" responsible for recommending to the principal the selection of the measures for the locally selected measures subcomponent and how the measures will be used. The school committee shall have 8 members: 4 selected by the chapter leader of the UFT and 4 selected by the principal of the school. Due to the size of the NYCDOE, it is imperative that each school be given the flexibility to set its own measures while allowing for input from both teachers and the administrators. All decisions of the school committee must be recommended to the principal, who shall either accept or reject the recommendations of the committee. For the 2013-2014 school year only, the principal must decide what measures will be used for the upcoming school year by the opening day of classes and by August 15 of all subsequent years of this plan. The recommendations of the school committee, and the decision of the principal, must use the following rules:

For all teachers of grades 4-8 ELA/Math who receive a State-provided growth score for the State Growth subcomponent, the locally-selected subcomponent must use a NYCDOE-developed performance assessment, if these assessments were developed by August 1. If a performance assessment has not been developed by the NYCDOE by August 1 of that school year for a particular grade/subject, then the school committee must select one or more of the following options to recommend to the principal:

- (1) student achievement target on any state-approved third party assessments selected by the Chancellor by August 1 as an allowable option for use in teacher evaluations for these grades/subjects; and/or
- (2) student achievement target on State assessments provided that a different measure is used than that used for the State Growth or Other Comparable Measures subcomponent (e.g., performance of lowest-performing students); and/or
- (3) a school-wide measure of either student growth or achievement based on either (i) a State-provided student growth score covering all students in the school that took the 4-8 ELA or math State assessments or (ii) a school-wide measure of student growth or achievement computed in a manner determined locally based on any or all State, State-approved 3<sup>rd</sup> party, or NYCDOE- developed performance assessments used in the school building.

For all other teachers who do not receive a State-provided growth score for the State growth or other comparable measures subcomponent (i.e., teachers outside of grades 4-8 ELA/Math), the school committee must select one or more of the following options to recommend to the principal:

- (1) student achievement target on any NYCDOE-developed performance assessment that has been developed by August 1 for a grade/subject; and/or
- (2) student achievement target on any state-approved third party assessments selected by the Chancellor by August 1 as an allowable option for use in teacher evaluations for these grades/subjects; and/or
- (3) student achievement target on State assessments provided that a different measure is used than that used for the State Growth or Other Comparable Measures subcomponent (e.g., performance of lowest-performing students); and/or
- (4) a school-wide measure of either student growth or achievement based on either (i) a State-provided student growth score covering all students in the school that took the 4-8 ELA or math State assessments or (ii) a school-wide measure of student growth or achievement computed in a manner determined locally based on any or all State, State-approved 3<sup>rd</sup> party, or NYCDOE- developed performance assessments used in the school building.

For the 2013-2014 school year, if the principal cannot determine a locally selected measure for any grade/subject by the date of the opening of classes and by August 15 of all subsequent years of this plan, then the locally selected measure for such grade/subject must be a school-wide measure of student growth using a

State-provided student growth score covering all students in the school that took the State assessment in English language arts and mathematics in grades 4-8 (see Research Appendix on school-wide measures). If the school-wide measure of growth using the State-provided growth score is not available, then the locally selected measure for such grade/subject must be a school-wide measure of student growth based on all applicable assessments administered within the building which shall include and be limited to the NYCDOE performance assessments, if developed by August 1 prior to the start of the school year, and/or State approved 3<sup>rd</sup> party assessments (Chancellor must select by August 1 prior to the start of the school year), and/or State assessments. In both of these default situations, the Chancellor must ensure that a measure different from that used in this subcomponent is used for the State growth or other comparable measures subcomponent.

**Option to be used if a decision is not reached by the principal  
for the locally-selected measure and how such measure will be used:**

**Teachers of Grades 4-8 ELA and/or Math**

**Option 6(i) –**

For teachers of grades 4-8 ELA and/or Math who received a State-provided growth score for their State Growth subcomponent, HEDI points for the locally-selected subcomponent will be awarded to a teacher based on the State-provided school-wide growth score for all students in the school taking the State ELA and Math assessments in grades 4-8 (or any combination thereof which are administered in the building). If the value-added model is not approved by the Board of Regents, the State will provide a number between 0-20 for the school-wide State-provided growth score which will be used for the teacher’s HEDI score for the Locally-selected measures subcomponent. If the value-added model is approved by the Board of Regents, the State will provide a number between 0-25 for the school-wide State-provided growth score which will be used for the teacher’s HEDI score for the Locally-selected measures subcomponent and HEDI points between 0-15 points will then be allocated according to the chart in Task 3.3.

<b>HEDI Chart for Task 3.3 (if the Value-Added Model is approved)</b>															
<b>Average of State-provided Growth Scores</b>															
<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>									
<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>25-24</b>	<b>23</b>	<b>21-22</b>	<b>19-20</b>	<b>17-18</b>	<b>16</b>	<b>14-15</b>	<b>12-13</b>	<b>10-11</b>	<b>8-9</b>	<b>6-7</b>	<b>4-5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

**Teachers in a building with Grades 4-8 ELA and/or Math**

**Option 6(i) –**

For teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are administered and State-provided growth scores are provided by NYSED for those teachers, HEDI points will be awarded to a teacher for the locally-selected subcomponent based on the State-provided school-wide growth score for all students in the school taking the State ELA and Math assessments in grades 4-8 (or any combination thereof which are administered in the building). If the value-added model is not

approved by the Board of Regents, the State will provide a number between 0-20 for the school-wide State-provided growth score which will be used for the teacher’s HEDI score for the locally-selected measures subcomponent. If the value-added model is approved by the Board of Regents, the State will provide a number between 0-25 for the school-wide State-provided growth score which will be used for the for the teacher’s HEDI score for the Locally-selected measures subcomponent and HEDI points between 0-20 will then be allocated according to the appropriate chart in Task 3.13.

Option 6i - HEDI Chart for Task 3.13 (if the Value-Added Model is approved)																				
Conversion of State-provided school-wide growth score (25 points to 20 points)																				
Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
25	24	23	22-21	20	19	18-17	16	15-14	13-12	11-10	9	8	7	6	5	4	3	2	1	0

**Teachers in a building without Grades 4-8 ELA and/or Math (or no State-provided growth score is given)**

**Option 6(ii)** – For teachers who reside in school buildings in which the grades 4-8 ELA and Math State assessments, or any combination thereof, are not administered or State-provided school-wide growth scores are not provided by NYSED for those teachers, HEDI points will be awarded to a teacher for the locally-selected subcomponent based on the school-wide average of the percentage of students having met or exceeded their individual growth targets (where applicable) on all of the applicable State, Regents, State-approved third-party, or NYCDOE-developed performance assessments administered for the State Growth or Other Comparable Measures subcomponent. See chart uploaded in Task 3.13 for the specific allocation of points.

Option 6ii - HEDI Chart for Task 3.13																				
% of students school-wide meeting or exceeding individual growth targets																				
Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-93	92-90	89-85	84-80	79-75	74-67	66-60	59-55	54-49	48-44	43-39	38-34	33-29	28-25	24-21	20-17	16-13	12-9	8-5	4-0

# TASK 4 - OTHER MEASURES OF EFFECTIVENESS (TEACHERS)

## 4.1 Teacher Practice Rubric

Danielson's Framework for Teaching (2013 Revised Edition)

## 4.2 Points Within Other Measures of Effectiveness

60 points- For all K-2 Teachers and for all Teachers grades 3-12 (in 2013-14 only), Multiple (at least two) classroom observations by principal or other trained Administrator, at least one of which must be unannounced.

55/5 Split using Surveys- For all Teachers grades 3-12 (beginning in 2014-15)

## 4.3 Survey Tools (Teachers 3-12 Only, beginning in 2014-15)

Tripod Elementary Student Perception Survey (Teachers of grades 3-5)

Tripod Secondary Student Perception Survey (Teachers of grades 6-12)

## 4.4 Assurances

Checked

## 4.5 Process for Assigning Points and Determining HEDI Ratings

Section II: Observation Options 1 and 2

Section VI: Scoring Process Summary

## 4.6 Observations of Probationary Teachers

### Option 1

1 Formal/Long (Announced)

3 Informal/Short (Unannounced, minimum of 3)

### Option 2

6 Informal/Short (All Unannounced, minimum of 6)

Both Options: done in person and/or video (if authorized by the teacher)

## 4.7 Observations of Tenured Teachers

### Option 1

1 Formal/Long (Announced)

3 Informal/Short (Unannounced, minimum of 3)

### Option 2

6 Informal/Short (All Unannounced, minimum of 6)

Both Options: done in person and/or video (if authorized by the teacher)

# TASK 4

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## **Overview Summary**

The Danielson's Framework for Teaching (2013 Revised Edition) shall be used exclusively for assessing teacher performance to determine a teacher's score on the Other Measures of Effectiveness subcomponent. The Danielson's Framework for Teaching (2013 Revised Edition) must be used in its entirety, rather than using only certain components of the rubric to the exclusion of others. Therefore, all four Domains of The Danielson's Framework for Teaching (2013 Revised Edition) Rubric shall be evaluated, thereby addressing all seven NYS Teaching Standards annually. Each of the 22 components within the four Danielson Domains will be rated on a 1-4 scale as "Highly Effective", "Effective", "Developing", or "Ineffective." No other rating may be given to a component. If prior to the summative end of year conference the principal has not collected evidence on any of the 22 components of the rubric, the principal must request any additional artifacts from the teacher for the summative end of year conference and/or conduct additional observations to ensure all 22 components of the rubric have been evaluated annually.

If a teacher receives scores of one in all categories, the final overall Other Measures of Effectiveness HEDI score automatically results in a score of zero. In addition, if any educator is rated Ineffective in both the State growth or other comparable measures and locally selected measures subcomponents, he/she must be rated Ineffective overall in accordance with the legislative intent of Education Law §3012-c. In addition, the composite scoring ranges prescribed in Education Law §3012-c(2)(a) for the 2012-2013 school year remain in effect, unless the Board of Regents adopts the alternative composite scoring bands recommended by NYCDOE.

Teachers will be assigned a final overall Other Measures of Effectiveness HEDI score from 0-60 points based on multiple classroom observations and evaluations of structured reviews of other teacher artifacts (e.g., lesson plans, student portfolios) using the Danielson's Framework for Teaching (2013 Revised Edition). Additionally, beginning in school year 2014-15 for teachers of grades 3-12, results obtained through the use of the grade appropriate Tripod Student Perception Survey will also be incorporated into the final overall Other Measures of Effectiveness HEDI score. Specifically, beginning in school year 2014-15 teachers of grades 3-12 will have 55 of their total 60 overall Other Measures of Effectiveness HEDI score points derived from multiple classroom observations and evaluations of relevant teacher artifacts as described herein. The remaining 5 points of their 0-60 overall Other Measures of Effectiveness HEDI score will be calculated using the applicable Tripod Student Perception Surveys. Teachers of grades K-2 will have their total 0-60 overall Other Measures of Effectiveness HEDI score points obtained solely on the basis of multiple classroom observations and evaluations of relevant teacher artifacts.

For the 2013-14 school year only, teachers of grades 3-12 will use the grade appropriate Tripod Student Perception Survey for formative purposes only. The student survey results will not be used within the teacher's overall 0-60 Other Measures of Effectiveness HEDI score for the 2013-14 school year only. This will provide for an opportunity to pilot at scale the use of student surveys.

### **I. OBSERVATIONS OVERVIEW**

Teachers will have a choice based on the two options listed below as to the minimum number of observations and the types of observations that will be conducted for the Other Measures of Effectiveness subcomponent. Teachers will indicate which observation option they have chosen during the initial planning conference conducted at the beginning of the school year.

The two options for teachers to select from for their observations include the following: formal announced classroom observations (formal) and informal short unannounced classroom observations (informal). The formal observation will encompass a three-tiered evaluation process incorporating a pre-observation conference, formal observation, and a post-observation conference. The informal observations are unannounced and shall not require a pre- or post-observation conference. A complete detailed analysis of evaluation processes and procedures for both the formal three-tiered observation and the informal observation is provided in Section II of this document.

Please note that additional informal observations are allowable for formative or evaluative purposes and are recommended. Based on evidence from any observations – those for evaluative purposes or those for formative purposes – evaluators should note for teachers areas of growth to praise and also note one or two key change levers that were observed. If the evaluation is conducted for evaluative purposes then the appropriate evaluator form must be used (Evaluator Form 1D for option 1 and Evaluator Form 2D for option 2). For informal observations, consistent with NYCDOE’s proposal, “the principal shall provide feedback to the teacher through an in-person conversation, in writing, via email or through any other form of communication.” In addition, for informal observations, consistent with NYCDOE’s proposal, “observation reports must be provided to the teacher and placed in the file within 90 school days of the observation. A teacher’s absences shall not count toward the 90-day time frame.”

If practicable, multiple evaluators should be used in the evaluation process. It is also recommended that peer observation/inter-visitation occur for formative purposes. Only the evaluator’s observational analysis notes and documentation contained in the corresponding observation report as described herein shall be considered when determining a teacher’s overall 0-60 HEDI score for the Other Measures of Effectiveness subcomponent – the evaluator is not required to provide the teacher with all low-inference notes taken during any classroom visit.

### **Observation Option 1:**

Observation option 1 allows for teachers to be observed through a formal announced classroom observation lasting a full classroom period which includes a pre-observation conference and a post-observation conference to be held as described herein. In addition, observation option 1 will include a minimum of three informal/short unannounced classroom observations to be performed during the school year. Each informal/short unannounced classroom observation will last a minimum of 15 minutes and shall not require a pre- or post-observation conference. The decision as to how many informal/short unannounced classroom observations will be performed shall be the sole discretion of the school principal as described herein.

### **Observation Option 2:**

Alternatively, observation option 2 allows for teachers to have a minimum of six informal/short unannounced classroom observations to be conducted during the school year. Each informal/short unannounced classroom observation will last a minimum of 15 minutes and shall not require a pre- or post-observation conference. The decision as to how many informal/short unannounced classroom observations will be performed shall be the sole discretion of the school principal as described herein.

## CLASSROOM OBSERVATION OVERVIEW

OBSERVATION OPTION 1	OBSERVATION OPTION 2
<p><b><u>Mandatory Initial Planning Conference</u></b> Completion of Evaluation Selection Form By Teacher</p> <p><b><u>Formal Announced Classroom Observation (one)</u></b> <b><u>Pre-Observation Conference</u></b> - Completion of Pre-Observation Form By Teacher (optional) - Up to 2 artifacts (of the 8 total) may be submitted <b><u>Post-Observation Conference</u></b> - Up to 2 artifacts (of the 8 total) may be submitted</p> <p><b><u>Informal Unannounced Short Classroom Observations (minimum three)</u></b></p> <p><b><u>Tripod Student Perception Survey Administered (as applicable)</u></b> For teachers of grades 3-12, the grade-appropriate Tripod Student Perception Survey will also be used. For the 2013-14 school year the survey will be used for formative purposes and for the 2014-15 school year and beyond it will be used in determining the teacher’s final Other Measures of Effectiveness 0-60 HEDI score. (See Section V for a full description of how the Tripod Student Perception Survey will be used)</p> <p><b><u>Mandatory Summative End Of Year Conference</u></b> End-of-year teacher artifacts submitted (of any remaining of the 8 total)</p>	<p><b><u>Mandatory Initial Planning Conference</u></b> Completion of Evaluation Selection Form By Teacher - Up to 2 artifacts (of the 8 total) may be submitted</p> <p><b><u>Informal Unannounced Short Classroom Observations (minimum six)</u></b></p> <p><b><u>Tripod Student Perception Survey Administered (as applicable)</u></b> For teachers of grades 3-12, the grade-appropriate Tripod Student Perception Survey will also be used. For the 2013-14 school year the survey will be used for formative purposes and for the 2014-15 school year and beyond it will be used in determining the teacher’s final Other Measures of Effectiveness 0-60 HEDI score. (See Section V for a full description of how the Tripod Student Perception Survey will be used)</p> <p><b><u>Mandatory Summative End Of Year Conference</u></b> End-of-year teacher artifacts submitted (of any remaining of the 8 total)</p>

## II. OBSERVATION OPTIONS 1 and 2

### OBSERVATION OPTION 1

#### GENERAL OVERVIEW

In addition to both the mandatory initial planning conference and the summative end of year conference held at the beginning and end of school year, respectively, teachers who elect observation option 1 on their Teacher Evaluation Selection Form (completed during the initial planning conference) as the process by which they will be observed and evaluated will have the following observations performed throughout the year:

- One formal announced classroom observation lasting a full class period; and
- Minimum of 3 informal/short unannounced classroom observations lasting a minimum of 15 minutes each; and
- Submission of up to a maximum of 8 teacher artifacts; and
- For teachers of grades 3-12, the grade appropriate Tripod Student Perception Survey will also be used in determining 5 points of the teacher’s overall 0-60 points Other Measures of Effectiveness score beginning in school year 2014-15. *For the 2013-14 school year the Tripod Student Perception Survey will only be used for formative purposes.*

The formal and informal observations shall not be conducted prior to the initial planning conference held between the teacher and evaluator. No initial planning conference shall be held after the last Friday in October, with observations commencing on a rolling basis thereafter with no observations performed later than the first Friday in June absent extraordinary circumstances (e.g., teacher on medical leave, teachers hired mid-year or

late year).

For teachers who choose the formal, full-period observation and informal observation option, the teacher may request to conduct the initial planning conference and the pre-observation conference at the same time. Therefore, at the initial planning conference, a teacher may elect to also have a pre-observation conducted whereby they will use a Pre-Observation Conference Form in order to lay out the lesson plan that will be used during the evaluation. Note that the pre-observation conference must be held no less than one school day or a maximum of twenty school days from the date on which the scheduled formal announced classroom observation is to occur. If the initial planning conference and the pre-observation conference are conducted separately, the formal observation option must include a pre-observation conference a maximum of twenty days prior to the formal observation where additional artifacts (two maximum), such as handouts for the day of the observation, can be provided to the evaluator.

For teachers who choose option 2, the initial planning conference is also an opportunity to provide teacher artifacts (two maximum) to the evaluator.

## **1) FORMAL ANNOUNCED CLASSROOM OBSERVATION PROCESS**

A three-tier observation process will be performed for all formal announced classroom observations consisting of a pre-observation conference, formal announced classroom observation, and a post-observation conference between the evaluator and teacher. As indicated above, the formal announced classroom observation three-tiered evaluation process will be conducted after the initial planning conference/pre-conference occurs with no observations performed later than the first Friday in June of the current school year absent extraordinary circumstances (e.g., teacher on medical leave, teachers hired mid-year or late year). Prior to the formal announced classroom observation performed by the evaluator, a pre-observation conference must be scheduled and held as described below. A post-observation conference will be conducted following the formal observation also outlined below.

### **A) Pre-Observation Conference**

Before the evaluator may conduct a formal announced classroom observation, a pre-observation conference must be scheduled by the evaluator and the teacher. The pre-observation conference shall be scheduled and held no less than one school day or a maximum of twenty school days from the date on which the scheduled formal announced classroom observation is to occur.

For teachers who choose the formal, full-period observation and informal observation option, the teacher may request to conduct the initial planning conference and the pre-observation conference at the same time. The pre-observation conference is also an opportunity to provide teacher artifacts to the evaluator. Therefore, at the initial planning conference, a teacher may elect to also have a pre-observation conducted whereby they will use a pre-observation form in order to lay out the lesson plan that will be used during the evaluation. If combined, the initial planning conference and the pre-observation conference must still be held no less than one school day or a maximum of twenty school days from the date on which the scheduled formal announced classroom observation is to occur. If the initial planning conference and the pre-observation conference are conducted separately, the formal observation option must include a pre-observation conference a maximum of twenty days prior to the formal observation where additional artifacts, such as handouts for the day of the observation, can be provided to the evaluator.

Prior to the pre-observation conference, the teacher has the option to submit to the evaluator a completed pre-observation conference form (see: Evaluator Form A: Pre-Observation and/or Initial Planning Conference Artifact Form) no later than 24 hours prior to the scheduled conference.

The scheduled pre-observation conference shall be conducted during normal school day hours as described herein. The pre-observation conference shall be defined as an individual face-to-face conversation between the teacher and evaluator, the purpose of which is to discuss the lesson focus, activities, and expectations prior to the formal announced classroom observation being performed.

In addition, the evaluator will discuss with the teacher the specific components within the Danielson 2013 Rubric to be evaluated and scored as outlined in the attached Evaluator Form B: Formal Announced Classroom Observation. The evaluator shall address any questions and/or concerns the teacher may have and both shall agree on a time and date on which the formal announced classroom observation is to take place.

During the pre-observation conference and using the pre-observation conference form (as applicable), the evaluator will take and maintain all relevant notes and communications between the evaluator and teacher. Additionally, the pre-observation conference will provide an opportunity for the teacher to submit up to two teacher artifacts in support of the Danielson 2013 Rubric components identified in Evaluator Form A: Pre-Observation and/or Initial Planning Conference Artifact Form. These artifacts will align with the indicators identified in the Danielson 2013 Rubric and will coincide with the specific Danielson 2013 Rubric components outlined in Evaluator Form A attached to this document. Based on the discussions and evaluation of the pre-observation form and any other resources/documents the teacher may provide to the evaluator, a score of 1-4 will be provided for each of the identified Danielson components listed within Evaluator Form A. Utilizing the process described in the Final Summary Form in the appendix of this document a 1-4 rubric score will be determined for these conferences and be weighted with the classroom observation scores to ultimately result in an overall 0-60 Other Measures of Effectiveness HEDI score for the teacher.

## **B) Formal Announced Classroom Observation**

Following the pre-observation conference, the evaluator will conduct a formal announced classroom observation of the teacher on the date agreed upon during the pre-observation conference (no earlier than one school day or a maximum of twenty school days from the date in which the pre-observation conference was held). The formal announced classroom observation will last a full class period. The evaluator will score each of the observed Danielson Domains and components outlined in Evaluator Form B on a 1-4 HEDI scale. Please see the scoring process described in Section VI of this document.

### ***Optional Video Observation***

The use of video as an alternative observational tool may only be used for the formal announced classroom observation and/or informal/short unannounced classroom observation with the express written consent of the teacher. The method of how the formal and/or informal observations will be observed shall be discussed and agreed upon by both the evaluator and teacher during the pre-observation conference, memorialized in writing on the Evaluation Selection Form, and placed in the teacher's summative report file. The teacher shall be provided with an unedited copy of all such videos. The ability to capture a lesson on video can help an evaluator play back parts of the lesson that are addressed in the Danielson Framework while filling out the rubric and writing observation analysis notes. Videos can also help during a post-observation conference to show a teacher what is being critiqued. Please also note that the use of video outside of the evaluation process - for formative purposes, such as for coaching and professional development of teachers - is recommended and allowable.

## **C) Post-Observation Conference**

Following the formal announced classroom observation a post-observation conference between the evaluator and teacher shall be held at a mutually agreed upon time no later than twenty school days from which the formal announced classroom observation was performed. The post-observation conference shall be defined as an individual face-to-face meeting between the evaluator and teacher during which the parties will reflect upon the

teacher's performance during the classroom visit, discuss student work and learning outcomes, and guide future teaching practice. The post-observation conference will provide an opportunity to discuss any evidence obtained during the formal announced classroom observation using a dialogue which incorporates the Danielson 2013 Rubric as a framework for the conversation. All forms used to evaluate teachers – including completed rubrics with evidence statements for any formal/informal observations – must be shown to the teacher at post-observation conference(s) and at the summative end of the year conference, as applicable, so that the teachers are able to keep a record of their own progress and development needs. The post-observation conference shall be used to discuss the teacher's progress, prioritize areas in need of further development, and discuss agreed upon concrete next steps to ensure the teacher has the opportunity to continuously improve and develop.

Additionally, the post-observation conference will provide an opportunity for a teacher to submit up to two additional teacher artifacts in support of the Danielson 2013 Rubric components identified in Evaluator Form C: Post-Observation Conference Teacher Artifact Form. These artifacts will align with the indicators identified in the Danielson 2013 Rubric and coincide with the specific Danielson 2013 Rubric components outlined in Evaluator Form C attached to this document. Based on the discussions and evaluation of the Pre-Observation Form (A) and any other resources/documents, the teacher may provide to the administrator, lead evaluator and/or administrator designee, a score of 1-4 will be provided for each of the identified Danielson components listed within Evaluator Form C. This 1-4 post-observation score will be combined with the 1-4 scores obtained during the initial planning conference/pre-observation conference as well as the summative end of year conference. Utilizing the process described in the Final Summary Form in the appendix of this document a 1-4 rubric score will be determined for these conferences and be weighted with the classroom observation scores to ultimately result in an overall 0-60 Other Measures of Effectiveness HEDI score for the teacher.

## **2) INFORMAL/SHORT UNANNOUNCED CLASSROOM OBSERVATION PROCESS**

For teachers who select observation option 1, a minimum of three informal/short unannounced classroom observations will be performed in addition to the one formal announced classroom observation. Similar to the formal announced classroom observation, the informal/short unannounced classroom observations shall be conducted after the initial planning conference occurs with no observations performed later than the first Friday in June of the current school year absent extraordinary circumstances (e.g., teacher on medical leave, teachers hired mid-year or late year). Unlike the three-tiered formal announced classroom observation process, the informal/short unannounced classroom observations shall not require a pre- or post-observation conference; however, a post-observation may occur for formative purposes at the sole discretion of the principal. These unannounced classroom observations will provide evaluators with an opportunity to get an authentic sense of each teacher's workday with students. As such, it will enable evaluators to note areas for targeted growth and development observed during the visit and a post-observation conference can facilitate critical conversations between the evaluator and the teacher. For informal observations, consistent with NYCDOE's proposal, "the principal shall provide feedback to the teacher through an in-person conversation, in writing, via email or through any other form of communication." In addition, for informal observations, consistent with NYCDOE's proposal, "observation reports must be provided to the teacher and placed in the file within 90 school days of the observation. A teacher's absences shall not count toward the 90-day time frame."

The evaluator shall have the sole discretion as to how many informal/short unannounced classroom observations will be performed throughout the year, however in no case will a teacher who chooses observation option 1 receive less than three informal observations in a given school year.

The informal/short unannounced classroom observation will consist of an evaluator observing a class for a minimum of 15 minutes using Evaluator Form 1D: Informal/Short Unannounced Classroom Observation

attached to this document. The method in which the evaluator may conduct the informal observation may be either in person or via video following the procedural requirements previously outlined in this Section.

Evaluator Form 1D identifies specific components within Domains 2 and 3 **only** of the Danielson 2013 Rubric. Similar to the formal announced classroom observation scoring process, each of the components identified in Evaluator Form 1D will be scored on a 1-4 HEDI scale. Each classroom observation conducted for evaluative purposes must be scored individually. Utilizing the process described in the Final Summary Form found in the appendix of this document, a 1-4 HEDI rubric score will be determined and ultimately result in a 0-60 HEDI score for the teacher.

## **OBSERVATION OPTION 2**

### **GENERAL OVERVIEW**

In addition to the both the mandatory initial planning conference and the summative end of year conference held at the beginning and end of the school year, respectively, teachers who elect to use observation option 2 on their evaluation selection form (completed during the initial planning conference) as the process by which they will be observed and evaluated will have the following observations performed throughout the year:

- Minimum of 6 informal/short unannounced classroom observations lasting a minimum of 15 minutes each; and
- Submission of up to a maximum of 8 teacher artifacts; and
- For teachers of grades 3-12, the grade appropriate Tripod Student Perception Survey will also be used in determining 5 points the teacher's overall 0-60 points Other Measures of Effectiveness score beginning in school year 2014-15. *For the 2013-14 school year the Tripod Student Perception Survey will only be used for formative purposes.*

For teachers who choose option 2, the initial planning conference will provide an opportunity for the teacher to submit up to two teacher artifacts in support of the Danielson 2013 Rubric components identified in Evaluator Form A: Pre-Observation and/or Initial Planning Conference Artifact Form. The informal/short unannounced classroom observations shall not be conducted prior to the initial planning conference held between the teacher and evaluator. In addition, no observation shall be conducted after the initial planning conference occurs with no observations performed later than the first Friday in June absent extraordinary circumstances (e.g., teacher on medical leave, teachers hired mid-year or late year).

### **1) INFORMAL/SHORT UNANNOUNCED CLASSROOM OBSERVATION PROCESS**

For teachers who select observation option 2, a minimum of six informal/short unannounced classroom observations will be performed throughout the school year. The informal/short unannounced classroom observations conducted through observation option 2 shall be conducted after the initial planning conference occurs with no observations performed later than the first Friday in June of the current school year, absent extraordinary circumstances (e.g., teacher on medical leave, teachers hired mid-year or late year), and shall not require a post-observation conference; however, a post-observation may occur for formative purposes at the sole discretion of the principal. These unannounced classroom observations will provide evaluators with an opportunity to get an authentic sense of each teacher's workday with students. As such, it will enable evaluators to note areas for targeted growth and development observed during the visit and a post-observation conference can facilitate critical conversations between the evaluator and the teacher. A post-observation

conference can facilitate critical conversations between the evaluator and the teacher. For informal observations, consistent with NYCDOE’s proposal, “the principal shall provide feedback to the teacher through an in-person conversation, in writing, via email or through any other form of communication.” In addition, for informal observations, consistent with NYCDOE’s proposal, “observation reports must be provided to the teacher and placed in the file within 90 school days of the observation. A teacher’s absences shall not count toward the 90-day time frame.”

The informal observations will consist of an evaluator observing a class for a minimum of 15 minutes using Evaluator Form 2D: Informal/Short Unannounced Classroom Observation attached to this document. The evaluator shall have the sole discretion as to how many informal/short unannounced classroom observations will be performed throughout the year, however in no case will a teacher who chooses observation option 2 receive less than six short unannounced observations for the purposes of an APPR evaluation in a given school year. The method in which the evaluator may conduct the informal observation may either be in person or via video as described below.

As indicated above, for each informal observation performed, the evaluator shall use Evaluator Form 2D. During these observations, any artifacts seen within the classroom (e.g., student work and/or assignments) may be considered by the evaluator and scored on the rubric. Any components of Domains 1 and 4 that are not observed during informal/short classroom observations must be evaluated through the use of artifacts during the end of year conference (See Section IV for further information regarding the end of year conference and artifacts). Similar to the formal announced classroom observation scoring process, each of the Domains and components observed will be scored on a 1-4 HEDI scale using Evaluator Form 2D. Each classroom observation conducted for evaluative purposes must be scored individually. Utilizing the process described in the Final Summary Form in the appendix of this document a 1-4 rubric score will be determined for the conferences and be weighted with the classroom observation scores (and surveys, as applicable, beginning in school year 2014-15) to ultimately result in an overall 0-60 Other Measures of Effectiveness HEDI score for the teacher.

#### ***Optional Video Observation***

The use of video as an alternative observational tool may only be used for the formal announced classroom observation and/or informal/short unannounced classroom observation with the express written consent of the teacher. The method of how the formal and/or informal observations will be observed shall be discussed and agreed upon by both the evaluator and teacher during the pre-observation conference, memorialized in writing on the Evaluation Selection Form, and placed in the teacher’s summative report file. The teacher shall be provided with an unedited copy of all such videos. The ability to capture a lesson on video can help an evaluator play back parts of the lesson that are addressed in the Danielson Framework while filling out the rubric and writing observation analysis notes. Videos can also help during a post-observation conference to show a teacher what is being critiqued. Please also note that the use of video outside of the evaluation process - for formative purposes, such as for coaching and professional development of teachers - is recommended and allowable.

### **III. INITIAL PLANNING CONFERENCE OVERVIEW**

An initial planning conference is a mandatory component of all teachers’ evaluations for the Other Measures of Effectiveness subcomponent. This initial planning conference must be held no later than the last Friday in October between the teacher and the evaluator, and must be held prior to conducting any teacher observations absent extraordinary circumstances (e.g., teacher on medical leave, teachers hired mid-year or late year). School administrator(s) selected to conduct the initial planning conference shall be determined at the school



level.

The evaluator will discuss with the teacher which observation options the teacher will select for the school year and whether observations will occur via video or in-person. While not required it is recommended that evaluators consider having teachers self-assess on the Danielson 2013 framework during the initial planning conference as a part of best practice, and to set formative professional goals (2-4 are recommended) for the school year. It is also recommended that these formative goals align and help leverage SLOs, as applicable, to ensure formative instructional decisions and approaches will support academic improvement for all students. During the initial planning conference a Teacher Evaluation Selection Form will be completed accordingly and signed by both parties.

For teachers who know they intend to choose the formal, full-period observation and informal observation option, the teacher may request to conduct the initial planning conference and the pre-observation conference at the same time. The pre-observation conference is also an opportunity to provide teacher artifacts to the evaluator. Therefore, at the initial planning conference, a teacher may elect to also have a pre-observation conducted whereby they will use a pre-observation form (Evaluator Form A) in order to lay out the lesson plan that will be used during the evaluation. If combined, the initial planning conference and the pre-observation conference must be held no less than one school day or a maximum of twenty school days from the date on which the scheduled formal announced classroom observation is to occur. If the initial planning conference and the pre-observation conference are conducted separately, the formal observation option must include a pre-observation conference a maximum of twenty days prior to the formal observation where additional artifacts, such as handouts for the day of the observation, can be provided to the evaluator.

For teachers who choose the informal observation only option, the teacher may choose to submit up to two artifacts to be considered by the evaluator at the initial planning conference.

## **Teacher Artifacts**

### **Procedure:**

Teachers may submit up to a total of 8 teacher artifacts to the school principal or administrative designee's office no later than the second Friday of April of each year. The teacher artifacts shall be reviewed and brought to the scheduled summative end of year conference by the evaluator; it is recommended that teachers also bring copies of the artifacts submitted to their school principal. Appendix: Sample List of Artifacts for Teacher's Collection shall serve as a non-exhaustive sample list of possible artifacts which may be collected and submitted for review by the teacher. If prior to the summative end of year conference the principal has not collected evidence on any of the 22 components of the rubric, the principal must request any relevant additional artifacts from the teacher and/or conduct additional observations. If a teacher chooses to not submit any additional artifacts requested by his/her principal (or his/her designee) to complete the review of any of the components of the rubric in Domains 1 or 4 prior to the second Friday of April deadline, the principal (or his/her designee) shall render an overall component score of 1 out of 4 which represents the lowest score a teacher may receive for the component (only in Domains 1 or 4). No later than ten school days from the conclusion of the summative end of year conference every teacher shall receive a copy of the 1-4 Teacher Artifact HEDI score (Evaluator Form E: End of Year Teacher Artifacts) scored by the principal (or his/her designee). The original copy of Evaluator Form E shall be placed in the teacher's summative observation report file as described herein.

### Scoring:

The submitted teacher artifacts shall provide evidence that aligns with Domains 1 and 4 of the Danielson 2013 Rubric. Each teacher artifact shall be scored independently of one another on a 1-4 HEDI scale as indicated in Evaluator Form E. The evaluator shall give a score of 1-4 for each of the components identified in Evaluator Form E of which the teaching artifact(s) illustrate. Once all artifacts have been scored through Domain 1 and 4 of the Danielson 2013 Rubric, each component score of 1-4 will be added together and divided by the number of components evaluated. As a result of this scoring process an overall HEDI score of 1-4 will be determined. Utilizing the process described in the Final Summary Form in the appendix of this document a 1-4 rubric score will be determined for the conferences and be weighted with the classroom observation scores (and surveys, as applicable, beginning in school year 2014-15) to ultimately result in an overall 0-60 Other Measures of Effectiveness HEDI score for the teacher. For a more thorough analysis of how each measure will be scored and result in an overall 0-60 Other Measures of Effectiveness HEDI score see Final Summary Form in the appendix of this document.

### Timelines:

Note that all timelines must be adhered to absent extraordinary circumstances (e.g., teacher on medical leave, teachers hired mid-year or late in the year).

- **On or before the last Friday in October**  
Initial planning conference held
- **Between the first day of March and the last day of May**  
Tripod Student Perception Survey Administered to students in grades 3-12 (Chancellor to determine the date and time for administration)
- **After the Initial Planning Conference occurs (no later than the last Friday in October) and the first Friday in June**  
All formal and informal observations take place
- **On or before the second Friday of April**  
End of year submission of teacher artifacts to the office of the building principal (or the office of the administrator's designee)
- **Between the last Friday of April and no later than the last Friday of June on which school is in session**  
Summative End of Year Conference to discuss teacher artifacts, feedback from evidence-based observations of practice, and steps for continued professional growth.
- **Following the Summative End of Year Conference and no later than September 1 of the following school year of the evaluation**  
The complete APPR shall be provided to the teacher and placed in his/her personnel file as soon as practicable but no later than September 1st of the school year following the year of the evaluation.

## **IV. TRIPOD STUDENT PERCEPTION SURVEYS**

**(Mandatory for teachers of grades 3-12)**

### **OVERVIEW**

For the 2013-14 school year only, teachers of grades 3-12 will use the grade appropriate Tripod Student Perception Survey for formative purposes only. The results of the student survey results will not be used within the teacher's overall 0-60 Other Measures of Effectiveness HEDI score for the 2013-14 school year only. This will provide for an opportunity to pilot at scale the use of student surveys.

Beginning in the 2014-15 school year, the Tripod Student Perception Surveys will be used as 5 points of the overall 0-60 Other Measures of Effectiveness HEDI score for teachers of grades 3-12. For teachers of grades 3-5 the Tripod Elementary Student Perception Survey will be used. For teachers of grades 6-12 the Tripod Secondary Student Perception Survey will be used.

The Surveys will be administered between the first day of March and the last day of May via paper format. The day and time for the survey administration will be determined by the Chancellor. The survey may be administered anytime during normal school hours during the designated two-month window. The principal and one or two staff members from each school will coordinate the survey administration and will have the chance to participate in information sessions provided by NYCDOE and/or Cambridge Education (Tripod Survey). The principal and these staff members are responsible for distributing the materials required to survey students. For paper administration, they will also collect and ship completed surveys. Cambridge Education also provides Helpdesk support to schools before, during, and after the survey administration which the NYCDOE may decide to use to support principals and teachers in this process. The details regarding administration protocols and scripts for survey deployment will be provided by Cambridge Education to the NYCDOE who will provide this information to principals. Students who are absent on the day the survey is administered will not re-take the survey at a later date and will not be counted in the teacher's results.

Teachers who teach self-contained classes (e.g., elementary teachers, special education teachers) will have all the students in their class surveyed. For special education, inclusion, ESL, etc. teachers, the principal shall schedule a time when all students taught by these teachers can complete the survey; however, students who are absent on the day the survey is administered will not re-take the survey at a later date and will not be counted in the teacher's results. For departmentalized teachers (e.g., middle and high school teachers, elementary PE and music teachers), designated classes of students will be surveyed with principals choosing at least two (2) class periods consisting of different students during which all students will complete the survey so that those surveyed are representative of the students the teacher is teaching. In all instances, the principal or his/her designee will determine the selection of the classes. There is a possibility that students may be selected to complete surveys on more than one teacher. Teachers of Kindergarten through Second Grade will not administer surveys to their students. All attempts at student confidentiality will be maintained: in no cases will a teacher with fewer than 10 students receive a student survey report back (note: teachers who teach multiple course sections with fewer than 10 students in each section will receive a student survey report back as long as they have more than 10 students who take the survey across course sections).

If there are extreme extenuating circumstances and a teacher does not have students taking the survey, then the teacher's entire 0-60 Other Measures of Effectiveness subcomponent score will be based on observations only (such situations must be flagged to the principal's supervisor within 5 business days). Once all the surveys have been administered, the survey data will be scored using the process described below and will account for a maximum total of 5 HEDI points out of the 60 combined points allotted for the Other Measures of Effectiveness subcomponent.

### **PROTECTING STUDENT CONFIDENTIALITY**

The surveys will be administered at the classroom level; therefore, individual student data will not be required. Each teacher will receive a survey packet. Each student is provided with a thick, "8-inch by 11-inch" envelope for their completed survey. Each envelope will then be sealed by the student.

Students will use the paper/pencil format for the surveys unless the Chancellor submits to the Commissioner a letter signed by the Chancellor and the president of the UFT by August 1st prior to each school year requesting to use a Web-based survey form. Paper and pencil surveys can be completed without any special equipment while online administration requires use of a computer lab or access to a Web-based survey form.

### **Length of survey**

Usually, 30 minutes is more than ample time to complete the entire process for the comprehensive version of the survey at the secondary level, including material distribution and instructions. The elementary versions of the survey are shorter, thus reducing the amount of time required to complete the survey.

### **Identification/selection of school proctors**

Principals, assistant principals, counselors, and paraprofessionals are all good candidates to serve as proctors for the survey. A clear protocol and script will be provided.

### **Coordination of survey administration**

The principal and one or two school staff members (survey coordinators) will coordinate the survey administration. This group will have the chance to participate in information sessions provided by NYCDOE and/or Cambridge Education. The group's role is to distribute the required survey materials and to respond to teacher inquiries. For paper/pencil survey administrations, this survey team will also collect and ship completed surveys. Cambridge Education also provides Helpdesk support to schools before, during, and after the survey administration which the NYCDOE may elect to use and/or have principals and coordinators use.

### **Accommodations for students with special needs participating in the survey**

Specific accommodations for students with special needs are determined at the school level. This includes utilizing a facilitator to read the items to the students, utilizing a scribe to record the answers for students, and splitting the survey administration into manageable sessions.

## **REPORTING**

Once completed, paper surveys are shipped to the Tripod Survey facility for scanning. Analysis and reporting usually require a 4-6 week lag from survey completion to reporting. Principals must provide teachers with the results of their surveys (including a copy of the survey) no later than at the summative end of year conference.

## **SURVEY SCORING**

The Tripod Project for School Improvement collects and reports on student perspectives about teaching and learning. Each survey that a student completes pertains to a particular classroom and is organized around the Tripod Seven Cs of effective teaching. Teachers will receive an overall, aggregated rating on the Seven C's which will translate into a 1-4 rating. This rating will count as 5 points of the overall 0-60 point Other Measures of Effectiveness subcomponent HEDI score beginning in the 2014-15 school year.

<i>Aggregate Seven Cs rating</i>	<i>100%-90%</i>	<i>89%- 75%</i>	<i>74% - 60%</i>	<i>59% - 40%</i>	<i>39% - 20%</i>	<i>19% - 0%</i>
HEDI Points	5	4	3	2	1	0

## **V. Scoring Process Summary**

See Appendix: Final Summary Form for details on the scoring process for all teachers.

# **APPENDIX**

# Teacher Evaluation Selection Form

School Building(s) \_\_\_\_\_

Teacher \_\_\_\_\_

Grade Level(s) \_\_\_\_\_

Subject \_\_\_\_\_

School Principal/Administrator \_\_\_\_\_

School Year \_\_\_\_\_ - \_\_\_\_\_

Observation Option Selected (Option 1 (formal and informal) or Option 2 (informal only)): \_\_\_\_\_

**Consent to video as an observational tool for:** (check all which apply)

BOTH Formal Announced AND Informal Unannounced Classroom Observations

Formal Announced Classroom Observation ONLY

Informal Unannounced Short Classroom Observation ONLY

**DO NOT CONSENT TO USE OF VIDEO**

\_\_\_\_\_  
Teacher Signature

Date \_\_\_\_\_

\_\_\_\_\_  
School Administrator/Lead Evaluator Signature

Date \_\_\_\_\_

# PRE-OBSERVATION CONFERENCE FORM FOR CLASSROOM TEACHERS (OPTIONAL)

Structured Review of Lesson Plan (*lesson plan must be submitted with this form*)

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject \_\_\_\_\_

---

Identify the standards to be taught and how they connect to other standards within or outside of the discipline. For teachers of grades/subjects without CCSS, how are you ensuring that you incorporate the CCSS in your lesson?

What do you expect the students to know and be able to do after the lesson?

How has student data (e.g., from Data Driven Instruction/Inquiry) informed your instruction, and how does this lesson specifically address the needs identified from a review of the data?

How will you know if students have achieved the instructional objective?

What changes or adjustments to the lesson will you need to make if students do not show evidence that they have mastered the sub-objectives?

Are there specific areas where you would like feedback?

Is there anything else you want me to be aware of before going to observe this lesson?

# EVALUATOR FORM A

## PRE-OBSERVATION AND/OR INITIAL PLANNING CONFERENCE ARTIFACT FORM

*(Note: Up To Two Artifacts May Be Submitted)*

<b>Form A: Pre-Observation Conference Teacher Artifact Components**</b>	Ineffective	Developing	Effective	Highly Effective
<b>1a: Demonstrating knowledge of content and pedagogy</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1b: Demonstrating knowledge of students</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1c: Selecting instructional outcomes</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1d: Demonstrating knowledge of resources</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1e: Designing coherent instruction</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1f: Designing student assessments</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4a: Reflecting on teaching</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4b: Maintaining accurate records</b> <i>Rationale for component score:</i>	1	2	3	4



<b>4c: Communicating with families</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4d: Participating in a professional community</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4e: Growing and developing professionally</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4f: Showing professionalism</b> <i>Rationale for component score:</i>	1	2	3	4

\*\*Teacher should have artifacts for these components which may or may not be directly observed during the Formal Announced Classroom Observation

Pre-Observation Conference and/or Initial Planning Conference Teacher Artifact Rubric Score:

Total # of points attained divided by # of possible points (please write n/a if no artifacts were submitted) = \_\_\_\_\_ (1-4 HEDI Score)

*Example: a lesson plan and student data from the first round of a Data Driven Instruction cycle are submitted as two artifacts by the teacher. The teacher receives a score of 2 on the lesson plan and a score of 4 on their Data Driven Instruction cycle student data and records. The points from each artifact are added (2+4) and divided by the total number of possible points in this instance (6). This results in a teacher receiving a score of 3 for this form. For teachers who exercise the option to not submit artifacts, please notate n/a.*

**Additional Evaluator Notes (please attach more pages, as necessary):**

Evaluator's signature \_\_\_\_\_ date \_\_\_\_\_

Teacher's signature \_\_\_\_\_ date \_\_\_\_\_

# **EVALUATOR FORM B (use as applicable)**

## FORMAL ANNOUNCED CLASSROOM OBSERVATION

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Grade Level \_\_\_\_\_

Subject \_\_\_\_\_

<b>Form B: Formal Announced Classroom Observation Components*</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>1a: Demonstrating knowledge of content and pedagogy</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1b: Demonstrating knowledge of students</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1c: Selecting instructional outcomes</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1d: Demonstrating knowledge of resources</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1e: Designing coherent instruction</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1f: Designing student assessments</b> <i>Rationale for component score:</i>	1	2	3	4
<b>2a: Creating an environment of respect and rapport</b> <i>Rationale for component score:</i>	1	2	3	4
<b>2b: Establishing a culture for learning</b> <i>Rationale for component score:</i>	1	2	3	4

<b>2c: Managing classroom procedures</b> <i>Rationale for component score:</i>	1	2	3	4
<b>2d: Managing student behavior</b> <i>Rationale for component score:</i>	1	2	3	4
<b>2e: Organizing physical space</b> <i>Rationale for component score:</i>	1	2	3	4
<b>3a: Communicating with students</b> <i>Rationale for component score:</i>	1	2	3	4
<b>3b: Using questioning and discussion techniques</b> <i>Rationale for component score:</i>	1	2	3	4
<b>3c: Engaging students in learning</b> <i>Rationale for component score:</i>	1	2	3	4
<b>3d: Using assessment in instruction</b> <i>Rationale for component score:</i>	1	2	3	4
<b>3e: Demonstrating flexibility and responsiveness</b> <i>Rationale for component score:</i>	1	2	3	4

<b>4a: Reflecting on teaching</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4b: Maintaining accurate records</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4c: Communicating with families</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4d: Participating in a professional community</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4e: Growing and developing professionally</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4f: Showing Professionalism</b> <i>Rationale for component score:</i>	1	2	3	4

*\*Note: The components in Domains 1 and 4 may or may not be readily observable during the formal observation. If you observe artifacts during the classroom observation they may also be scored here.*

Formal Announced Classroom Observation Rubric Score:

Total # of points attained divided by # of components observed = \_\_\_\_\_ (1-4 HEDI Score)

**Evaluator Notes (please attach more pages, as necessary):**

Evaluator's signature \_\_\_\_\_ date \_\_\_\_\_

Teacher's signature \_\_\_\_\_ date \_\_\_\_\_

# **EVALUATOR FORM C (use as applicable)**

## POST-OBSERVATION CONFERENCE TEACHER ARTIFACT FORM

*(Note: Up To Two Artifacts May Be Submitted)*

<b>Form C: Post-Observation Conference Teacher Artifact Components*</b>	Ineffective	Developing	Effective	Highly Effective
<b>1a: Demonstrating knowledge of content and pedagogy</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1b: Demonstrating knowledge of students</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1c: Selecting instructional outcomes</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1d: Demonstrating knowledge of resources</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1e: Designing coherent instruction</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1f: Designing student assessments</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4a: Reflecting on teaching</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4b: Maintaining accurate records</b> <i>Rationale for component score:</i>	1	2	3	4

<b>4c: Communicating with families</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4d: Participating in a professional community</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4e: Growing and developing professionally</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4f: Showing professionalism</b> <i>Rationale for component score:</i>	1	2	3	4

\*Teacher should have artifacts for these components which may or may not be directly observed during the Formal Announced Classroom Observation

Post-Observation Conference Teacher Artifact Rubric Score:

Total # of points attained divided by # of possible points (please write n/a if no artifacts were submitted) = \_\_\_\_\_ (1-4 HEDI Score)

*Example: a lesson plan and student data from the first round of a Data Driven Instruction cycle are submitted as two artifacts by the teacher. The teacher receives a score of 2 on the lesson plan and a score of 4 on their Data Driven Instruction cycle student data and records. The points from each artifact are added (2+4) and divided by the total number of possible points in this instance (6). This results in a teacher receiving a score of 3 for this form. For teachers who exercise the option to not submit artifacts, please notate n/a.*

**Additional Evaluator Notes (please attach more pages, as necessary):**

Evaluator's signature \_\_\_\_\_ date \_\_\_\_\_

Teacher's signature \_\_\_\_\_ date \_\_\_\_\_

# **EVALUATOR FORM OPTION 1D (use as applicable)**

## INFORMAL/SHORT UNANNOUNCED CLASSROOM OBSERVATION

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Subject or Level: \_\_\_\_\_ Time: \_\_\_\_\_

<b>Form 1D: Informal/Short Unannounced Classroom Observation Components</b>	Ineffective	Developing	Effective	Highly Effective
<b>2a: Creating an environment of respect and rapport</b> <i>Rationale for component score:</i>	1	2	3	4
<b>2b: Establishing a culture for learning</b> <i>Rationale for component score:</i>	1	2	3	4
<b>2c: Managing classroom procedures</b> <i>Rationale for component score:</i>	1	2	3	4
<b>2d: Managing student behavior</b> <i>Rationale for component score:</i>	1	2	3	4
<b>2e: Organizing physical space</b> <i>Rationale for component score:</i>	1	2	3	4
<b>3a: Communicating with students</b> <i>Rationale for component score:</i>	1	2	3	4

<b>3b: Using questioning and discussion techniques</b> <i>Rationale for component score:</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3c: Engaging students in learning</b> <i>Rationale for component score:</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3d: Using assessment in instruction</b> <i>Rationale for component score:</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3e: Demonstrating flexibility and responsiveness</b> <i>Rationale for component score:</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Informal/Short Unannounced Classroom Observation Rubric Score

Total # of points attained divided by # of components observed = \_\_\_\_\_ (1-4 HEDI Score)

**Evaluator Notes (please attach more pages, as necessary):**

Evaluator's signature \_\_\_\_\_ date \_\_\_\_\_

Teacher's signature \_\_\_\_\_ date \_\_\_\_\_



# **EVALUATOR FORM OPTION 2D (use as applicable)**

## INFORMAL/SHORT UNANNOUNCED CLASSROOM OBSERVATION

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Subject or Level: \_\_\_\_\_ Time: \_\_\_\_\_

Form 2D: Informal/Short Unannounced Classroom Observation Components*	Ineffective	Developing	Effective	Highly Effective
<b>1a: Demonstrating knowledge of content and pedagogy</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1b: Demonstrating knowledge of students</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1c: Selecting instructional outcomes</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1d: Demonstrating knowledge of resources</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1e: Designing coherent instruction</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1f: Designing student assessments</b> <i>Rationale for component score:</i>	1	2	3	4
<b>2a: Creating an environment of respect and rapport</b> <i>Rationale for component score:</i>	1	2	3	4
<b>2b: Establishing a culture for learning</b> <i>Rationale for component score:</i>	1	2	3	4

<b>2c: Managing classroom procedures</b> <i>Rationale for component score:</i>	1	2	3	4
<b>2d: Managing student behavior</b> <i>Rationale for component score:</i>	1	2	3	4
<b>2e: Organizing physical space</b> <i>Rationale for component score:</i>	1	2	3	4
<b>3a: Communicating with students</b> <i>Rationale for component score:</i>	1	2	3	4
<b>3b: Using questioning and discussion techniques</b> <i>Rationale for component score:</i>	1	2	3	4
<b>3c: Engaging students in learning</b> <i>Rationale for component score:</i>	1	2	3	4
<b>3d: Using assessment in instruction</b> <i>Rationale for component score:</i>	1	2	3	4
<b>3e: Demonstrating flexibility and responsiveness</b> <i>Rationale for component score:</i>	1	2	3	4

<b>4a: Reflecting on teaching</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4b: Maintaining accurate records</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4c: Communicating with families</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4d: Participating in a professional community</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4e: Growing and developing professionally</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4f: Showing Professionalism</b> <i>Rationale for component score:</i>	1	2	3	4

\* Note: The components in Domains 1 and 4 may or may not be readily observable during the informal/short observation. If you observe artifacts during the classroom observation they may also be scored here.

Informal/Short Unannounced Classroom Observation Rubric Score

Total # of points attained divided by # of components observed = \_\_\_\_\_ (1-4 HEDI Score)

**Evaluator Notes (please attach more pages, as necessary):**

Evaluator's signature \_\_\_\_\_ date \_\_\_\_\_

Teacher's signature \_\_\_\_\_ date \_\_\_\_\_

# EVALUATOR FORM E

## END OF YEAR TEACHER ARTIFACTS

*(Note: Submit the Number of Artifacts That Would Total No More Than Eight Artifacts Overall)*

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Subject or Level: \_\_\_\_\_ Time: \_\_\_\_\_

<b>Form E: End Of Year Teacher Artifact Components*</b>	Ineffective	Developing	Effective	Highly Effective
<b>1a: Demonstrating knowledge of content and pedagogy</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1b: Demonstrating knowledge of students</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1c: Selecting instructional outcomes</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1d: Demonstrating knowledge of resources</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1e: Designing coherent instruction</b> <i>Rationale for component score:</i>	1	2	3	4
<b>1f: Designing student assessments</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4a: Reflecting on teaching</b> <i>Rationale for component score:</i>	1	2	3	4

<b>4b: Maintaining accurate records</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4c: Communicating with families</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4d: Participating in a professional community</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4e: Growing and developing professionally</b> <i>Rationale for component score:</i>	1	2	3	4
<b>4f: Showing professionalism</b> <i>Rationale for component score:</i>	1	2	3	4

*\*Note: Teacher should have artifacts for these components which may or may not be directly observed during the course of observations conducted during the school year.*

### End of Year Teacher Artifacts

Total # of points attained divided by # of possible points = \_\_\_\_\_ (1-4 HEDI Score)

*Example: a lesson plan and student data from the first round of a Data Driven Instruction cycle are submitted as two artifacts by the teacher. The teacher receives a score of 2 on the lesson plan and a score of 4 on their Data Driven Instruction cycle student data and records. The points from each artifact are added (2+4) and divided by the total number of possible points in this instance (6). This results in a teacher receiving a score of 3 for this form. For teachers who exercise the option to not submit artifacts, please notate n/a.*

**Evaluator Notes (please attach more pages, as necessary):**

Evaluator's signature \_\_\_\_\_ date \_\_\_\_\_

Teacher's signature \_\_\_\_\_ date \_\_\_\_\_

# **FINAL SUMMARY FORM**

## **OVERALL 0-60 HEDI SCORING SHEET**

Name of Teacher: \_\_\_\_\_ School/Building: \_\_\_\_\_

Tenured:  Yes  No

Probationary Period: (From) \_\_\_/\_\_\_/\_\_\_ (To) \_\_\_/\_\_\_/\_\_\_

### **Option 1:** 75% Domains 2 and 3, 25% Domains 1 and 4

Formal Observation: Scored on all 22 components (each of the 4 Domains scored: Domain 1 10%, Domain 2 12.5%, Domain 3 12.5%, Domain 4 10%) - 45% of total points for observations

- Minimum of 1
- If more than 1, scores from each individual observation averaged across the total number conducted

Informal observations: Domains 2 and 3 only - 50% of total points for observations

- Minimum of 3, scores from each individual observation averaged across the total number conducted
- If more than 3, scores from each individual observation averaged across the total number conducted

Artifacts for Domains 1 and 4 (Initial Planning Conference, Pre- and/or Post-Observation Conference, Summative End of Year Conference) - 5% of total points for observations

### **Option 2:** 75% Domains 2 and 3, 25% Domains 1 and 4

Informal observations: Scored on all 22 components (Domains 2 & 3: 75%, Domains 1 & 4: 20%) - 95% of total points for observations

- Minimum of 6, scores from each individual observation averaged across the total number conducted
- If more than 6, scores from each individual observation averaged across the total number conducted

Artifacts for Domains 1 and 4 (Initial Planning Conference, Summative End of Year Conference): 5% of total points for observations

*See Conversion Chart for*

**Assign a Final Teacher Effectiveness HEDI rating to the Teacher based Directions Above**

Final Teacher Effectiveness HEDI rating

<b>HE</b>	<b>E</b>	<b>D</b>	<b>I</b>
-----------	----------	----------	----------

(mark X on applicable Final HEDI rating)

***Additional Scoring Step 1 (for use in 2014-15 and beyond): [Only for teachers of grades 3-12] Determine how many points from 0-5 will be awarded to the teacher based on their student survey results administered during the school year.***

***HEDI score for the Student Surveys Form (conversion chart below) = \_\_\_\_\_ (0-5 HEDI points)***

**Additional Scoring Step 2 (for use in 2014-15 and beyond):** [Only for teachers of grades 3-12]  
Weight the 0-60 HEDI Points from Option 1/Option 2 end of year results at 92% to result in a weighted 0-60 HEDI point score.  
= \_\_\_\_\_ (0-60 HEDI points)

**Additional Scoring Step 3 (for use in 2014-15 and beyond):** [Only for teachers of grades 3-12]:  
Add 0-5 points from the survey results (step 4) to the weighted HEDI points (step 2).  
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ (0-60 HEDI points)

**Additional Scoring Step 4 (for use in 2014-15 and beyond):** Assign a Final Teacher Effectiveness HEDI rating to the Teacher based on Step 3 (K-2 teachers)

Final Teacher Effectiveness HEDI rating

HE	E	D	I
----	---	---	---

(mark X on applicable Final HEDI rating)

## **SUMMARY**

0-60 HEDI SCORE: \_\_\_\_\_

Teacher Effectiveness Rating: \_\_\_\_\_

Teacher's signature \_\_\_\_\_ date \_\_\_\_\_

Evaluator's signature \_\_\_\_\_ date \_\_\_\_\_

# CONVERSION CHART

## Commissioner Imposed Scoring Ranges

I	0-38	1.00-1.75
D	39-44	1.76-2.50
E	45-54	2.51-3.25
H	55-60	3.26-4.00

	Min	Max
0	1	1
1	1.01	1.01
2	1.02	1.03
3	1.04	1.05
4	1.06	1.07
5	1.08	1.09
6	1.1	1.11
7	1.12	1.13
8	1.14	1.15
9	1.16	1.17
10	1.18	1.19
11	1.2	1.21
12	1.22	1.23
13	1.24	1.25
14	1.26	1.27
15	1.28	1.29
16	1.3	1.31
17	1.32	1.33
18	1.34	1.35
19	1.36	1.37
20	1.38	1.39
21	1.4	1.41
22	1.42	1.43
23	1.44	1.45
24	1.46	1.47
25	1.48	1.49
26	1.5	1.51
27	1.52	1.53
28	1.54	1.55
29	1.56	1.57
30	1.58	1.59
31	1.6	1.61

32	1.62	1.63
33	1.64	1.65
34	1.66	1.67
35	1.68	1.69
36	1.7	1.71
37	1.72	1.73
38	1.74	1.75
39	1.76	1.87
40	1.88	1.99
41	2	2.11
42	2.12	2.24
43	2.25	2.37
44	2.38	2.5
45	2.51	2.57
46	2.58	2.64
47	2.65	2.71
48	2.72	2.78
49	2.79	2.85
50	2.86	2.93
51	2.94	3.01
52	3.02	3.09
53	3.1	3.17
54	3.18	3.25
55	3.26	3.37
56	3.38	3.49
57	3.5	3.61
58	3.62	3.74
59	3.75	3.87
60	3.88	4



## **SURVEY SCORING (2014-15 and Beyond)**

Beginning in 2014-15 and beyond, teachers will receive an overall, aggregated rating on the Seven C's which will translate into a 1-4 rating. This rating will count as 5 points of the overall 0-60 point Other Measures of Effectiveness subcomponent HEDI score.

<i>Aggregate Seven Cs rating</i>	<i>100%-90%</i>	<i>89%- 75%</i>	<i>74% - 60%</i>	<i>59% - 40%</i>	<i>39% - 20%</i>	<i>19% - 0%</i>
HEDI Points	5	4	3	2	1	0

# **SAMPLE LIST OF ARTIFACTS FOR TEACHER’S COLLECTION**

**Alignment to Domains 1 and 4:** This list includes, but is not limited to, teacher and student artifacts that may be used to document skill in one or more components from Domains 1 and 4.

<b>ARTIFACT</b>	<b>COMPONENTS</b>
Unit plan with all component parts (essential questions, skills/knowledge, assessments, aligned lessons)	1a, 1b, 1c, 1d, 1e, 1f
Lesson or unit plan that shows teacher adapted instruction to address student needs (demonstrates differentiated instructional strategies)	1b, 1c
Technology-infused learning designs resulting in depth of student engagement and original student product	1d
Teacher created assessments (formative or summative)	1a, 1b, 1c, 1e, 1f
Student achievement data	1b, 1f, 4b
Parent, student surveys	1b, 4c
Analysis of student work	1f
Video or audio of student performance assessment	1f
Student behavioral plan	4b
Classroom management plan and procedures	4b
Reflection Journal	4a
Back to school night, open house agendas	4c
Evidence of attendance and active participation in local, state or national professional organizations	4d, 4e
Evidence of a leadership role in at least one aspect of school life	4d, 4e
Curriculum leadership evidenced by participation in teacher team and/or grade level planning meetings	1a, 4d, 4e
Hosting a student teacher	1a, 1b, 4d, 4e
Regular teacher participation in and support of school and community initiatives	4d, 4e
Evidence of attendance and participation in professional development sessions focused on Data Driven Instruction, Common Core State Standards, and/or components of the APPR system	4e
Team action planning template that includes thoughtful, rich discussion of data, targeted, measurable achievement goal, action steps targeting leverage points	4d, 4e, 4f
Documented communication with: counselors, health professionals, other staff members, parents, community support agencies	4c, 4f

## **DEFINITIONS**

As used in this plan:

- A. The term “teacher” refers to only those teachers to whom this plan applies, in accordance with Education Law §3012-c and as outlined in this plan.
- B. The term “evaluator” shall mean any District Superintendent, Assistant Superintendent, Principal, or Assistant Principal (or other trained administrator) of the observed teachers’ school who has received the requisite training to properly observe and evaluate teachers in accordance with Education Law §3012-c and as outlined in this plan.
- C. The term “lead evaluator” shall mean any authorized District Superintendent, Assistant Superintendent, Principal, or Assistant Principal (or other trained administrator) of the observed teachers’ school who has received the requisite training to properly observe, evaluate, and/or score the teacher’s Final Composite APPR Rating in accordance with Education Law §3012-c and as outlined in this plan.
- D. The terms “Danielson’s Framework for Teaching (2013 Revised Edition),” “Danielson 2013 Rubric,” “rubric,” and “Danielson Rubric” are used interchangeably and shall all refer to the Danielson’s Framework for Teaching (2013 Revised Edition) rubric utilized in evaluating teachers.
- E. The term “Domain(s)” shall mean any or all of the four (4) major framework categories outlined in the Danielson 2013 Rubric for which the teacher will be evaluated and scored. The four (4) Domains are as follows:
  - Domain 1 - Planning and Preparation
  - Domain 2 - The Classroom Environment
  - Domain 3 - Instruction
  - Domain 4 - Professional Responsibilities
- F. The term “components” refers to the 22 specific categories as outlined in the four (4) Domains of Danielson’s Framework for Teaching (2013 Revised Edition).
- G. The term “component score” or “component rating” shall mean the 1-4 HEDI score of each component within the four (4) Domains of the Danielson Rubric received based on the observations and teacher artifacts observed or submitted to the evaluator.
- H. The term “normal school day hours” shall mean the timeframe between the start and end of a typical school day in which students attend their first class and the time in which the last class concludes.
- I. The “initial planning conference” shall be defined as an individual face-to-face conversation between the teacher and evaluator conducted at a mutually agreed upon time no later than the last Friday of October of the current school year. The purpose of the initial development conference is to outline the teacher’s goals for the school year and to outline a plan in which the teacher will be evaluated throughout the school year. Additionally, the teacher and evaluator will discuss which observation option the teacher has chosen under which to be evaluated as described herein. In addition, the evaluator and teacher will discuss the components to be evaluated and scored as outlined in the attached Evaluator Form B: Formal Announced Classroom Observation and address any questions and/or concerns the teacher may have.

- J. The “summative end of year conference” shall be defined as a face-to-face conversation between the teacher and evaluator conducted between the last Friday of April and no later than the last Friday of June on which school is in session. The purpose of the summative end of year conference shall be for the teacher and his/her building principal and/or another trained administrator to have a conversation regarding the classroom observations and scored evaluations conducted throughout the year. Additionally, the summative end of year conference provides the teacher an opportunity to present, explain, and answer any questions the evaluator may have regarding their submitted teacher artifacts. The use of the Danielson’s 2013 Rubric shall provide the platform in which a meaningful discussion can take place identifying areas of improvement observed throughout the school year and what next steps should be taken for future growth.
- K. The “Formal Announced Classroom Observation Evaluation Process,” “Formal Evaluation process,” or any variation thereof shall be defined as the three-tiered evaluation process conducted by an evaluator of a teacher consisting of a pre-observation conference, formal announced classroom observation, and a post-observation conference between the evaluator and teacher.
- L. The “Pre-Observation Conference Form for Classroom Teachers” shall be defined as the optional document a teacher may submit to the evaluator no later than 24 hours prior to the scheduled pre-observation conference. The purpose of the Pre-Observation Conference Form for classroom teachers is to provide a basis for discussion as to what the content, goals, expectations of students, anticipated instructional outcomes, and other pertinent information pertaining to the lesson the evaluator will observe during the formal announced classroom observation. As such, a lesson plan must be attached and submitted to this form if the teacher elects to use this.
- M. The “Pre-Observation Conference” shall be defined as a conversation between the teacher and evaluator, the purpose of which is to discuss the lesson focus, activities, and expectations prior to the formal announced classroom observation being performed. In addition, the evaluator will discuss with the teacher the specific components within the Danielson 2013 Rubric to be evaluated and scored as outlined in the attached Evaluator Form B: Formal Announced Classroom Observation. The evaluator shall address any questions and/or concerns the teacher may have and both shall agree on a time and date on which the formal announced classroom observation is to take place. During the pre-observation conference and using the Pre-Observation Conference Form (as applicable), the evaluator will take and maintain all relevant notes and communications between the evaluator and teacher. Additionally, the post-observation conference will provide an opportunity for the teacher to submit up to two (2) teacher artifacts in support of the Danielson 2013 Rubric components identified in Evaluator Form A: Pre-Observation Conference/Teacher Artifacts. These artifacts will align with the indicators identified in the Danielson 2013 Rubric and will coincide with the specific Danielson 2013 Rubric components outlined in Evaluator Form A: Pre-Observation Conference/Teacher Artifacts attached to this document.
- N. The “Formal Announced Classroom Observation” shall be conducted following the pre-observation conference and is defined as the formal classroom observation an evaluator performs at a mutually agreed upon date and time of a teacher after the initial planning conference and no later than the last Friday in May. The evaluator will utilize Evaluator Form B: Formal Announced Classroom Observation for the formal announced classroom observation.
- O. The “Post-Observation Conference” shall be defined as a meeting between the teacher and evaluator during which the parties will reflect upon the teacher’s performance during the formal announced classroom observation, discuss student work and learning outcomes, and guide future teaching practice. The post-observation conference will provide an opportunity to discuss any evidence obtained during the formal announced classroom observation using a dialogue which incorporates the Danielson 2013

Rubric as a framework for the conversation. The post-observation conference shall be used to discuss the teacher's progress, prioritize areas in need of further development, and discuss agreed upon concrete next steps to ensure the teacher has the opportunity to continuously improve and develop. Additionally, the post-observation conference will provide an opportunity for a teacher to submit up to two additional teacher artifacts in support of the Danielson 2013 Rubric components identified in Evaluator Form C: Post Observation Conference/Teacher Artifacts. These artifacts will align with the indicators identified in the Danielson 2013 Rubric and coincide with the specific Danielson 2013 Rubric components outlined in Form C attached to this document.

- P. The "Informal/Short Unannounced Classroom Observation," "Informal Observation," or any variation thereof shall be defined as an informal classroom observation an evaluator performs lasting a minimum of 15 minutes and without prior notification to the teacher. The evaluator will utilize the applicable Evaluator Form 1D/2D: Informal/Short Unannounced Classroom Observation for each informal/short unannounced classroom observation.
- Q. The "Final Summary Form" shall be defined as the document the principal or his/her designee completes once all formal and/or informal evaluations have been completed for the teacher, and – as applicable – survey scores and HEDI points have been calculated. The Final Summary Form shall provide the overall final 0-60 HEDI point score for the teacher for the Other Measures of Effectiveness subcomponent.
- R. The term "low-inference notes" shall be defined as the notes of any evaluator taken during any formal or informal classroom observation or formative observation. Any notes that are not explicitly labeled as "Observation Report" will be deemed low-inference notes. Low-inference notes are the sole property of the evaluator and do not constitute a record, formal or informal, of the teacher observation process and therefore will not be included within a teacher's file. Evaluators are not required to submit low-inference notes to a teacher.
- S. The term "Observation Report" shall be defined as all completed rubrics with evidence statements for any formal/informal observations- must be shown to the teacher at the post-observation conference and at the summative end of the year conference, as applicable, so that the teachers are able to keep a record of their own progress and development needs. These forms should be the starting point for a meaningful discussion about the improvement of a teacher's instructional practices. Any other documentation that is not recorded on the "Observation Report" forms contained herein or a part of the "Observation Report" narrative, does not constitute an official record of the teacher observation process and will not be included in the documents available for review by the requesting teacher or placed within their file.
- T. For informal observations, consistent with NYCDOE's proposal, "the principal shall provide feedback to the teacher through an in-person conversation, in writing, via email or through any other form of communication." In addition, for informal observations, consistent with NYCDOE's proposal, "observation reports must be provided to the teacher and placed in the file within 90 school days of the observation. A teacher's absences shall not count toward the 90-day time frame."
- U. The term "teacher artifacts" shall mean any tangible evidence a teacher has gathered over the course of the current school year for which they are being evaluated illustrative of the teacher's best teaching practices and used as evidentiary support to warrant a 1-4 HEDI score within the identified components of Domains 1 and 4 of Danielson's Framework for Teaching (2013 Revised Edition) as outlined in the attached Forms A, C, and E. Additionally, a non-exhaustive list of teacher artifacts that a teacher may submit during the pre- and post-observation conferences as well as at a summative end-of-the-year collection of teacher artifacts has been incorporated into this document. The sample list of artifacts shall

only be intended to provide teachers with examples of possible artifacts which may be submitted and are not intended to be inclusive.

- V. The terms “Tripod Student Perception Survey,” “Tripod Survey,” “Student Survey,” or any variation thereof shall mean the applicable Student Perception Survey administered to students for which the teacher has been designated as the teacher of record. The two (2) surveys administered will be the Tripod Elementary Student Perception Survey for teachers of grades 3-5 and the Tripod Secondary Student Perception Survey for teachers of grades 6-12. For the 2013-14 school year only, teachers of grades 3-12 will use the grade appropriate Tripod Student Perception Survey for formative purposes only. For the subsequent school years, the results of the surveys will be incorporated into the overall final Other Measures of Effectiveness 0-60 HEDI score using the methodology described herein.
- W. The terms “Final Composite APPR Rating,” “Overall APPR Composite Score,” or any variation thereof shall mean the final score a teacher will receive based on the composite scores of the three (3) components (State, Local, Other Measures of Effectiveness) of which the APPR encompasses.
- X. The term “HEDI” shall be defined as the abbreviation for the four performance rating categories (Highly Effective, Effective, Developing, and Ineffective) established by the Commissioner of the New York State Education Department.
- Y. The terms “Overall 0-60 Other Measures of Effectiveness subcomponent HEDI score,” “0-60 HEDI Score,” or any variation thereof shall be defined as the culminating final HEDI score a teacher shall receive after the formal announced and/or informal unannounced evaluations including all required documents, forms, and artifacts/evidence have been evaluated and scored by the evaluator(s). The overall 0-60 Other Measures of Effectiveness HEDI score shall be calculated by the principal or his/her designee using the Final Summary Form attached.
- Z. The terms “1-4 HEDI score,” “1-4 HEDI rating,” “1-4 scale,” or any variation thereof shall mean numerical value a teacher receives based on the evaluator(s) scoring of the components within each of the four (4) Danielson Domains. The 1-4 HEDI score represents the numerical value associated with the four (4) performance rating categories (Highly Effective, Effective, Developing, and Ineffective) established by the Commissioner of the New York State Education Department.
- AA. The terms “Overall 1-4 Domain HEDI score,” “Domain Score,” “1-4 Domain Rating,” or any variation thereof shall be defined as the numerical value of 1-4 (corresponds to the four (4) performance rating categories) given to a specific Domain within the rubric once all the components in a given Domain have been scored on a 1-4 HEDI scale and averaged together applying conventional rounding rules to the nearest hundredths place.

## Task 5 – Composite Scoring Teachers

Please note: If any educator is rated Ineffective in both the State growth or other comparable measures and locally selected measures subcomponents, he/she must be rated Ineffective overall in accordance with the legislative intent of Education Law §3012-c. In addition, the composite scoring ranges prescribed in Education Law §3012-c(2)(a) for the 2012-2013 school year remain in effect in the Commissioner’s imposed cut scores.

<b><u>Commissioner Imposed Cut Scores</u></b>				
<b><u>Where there is no Approved Value-Added Measure of Student Growth</u></b>	<b>Growth or Comparable Measures</b>	<b>Locally-selected Measures of growth or achievement</b>	<b>Other Measures of Effectiveness (60 points)</b>	<b><u>Overall Composite Score</u></b>
	<b><u>20</u></b>	<b><u>20</u></b>	<b><u>60</u></b>	
<b>Ineffective</b>	<b>0-12</b>	<b>0-12</b>	<b>0-38</b>	<b>0-64</b>
<b>Developing</b>	<b>13-14</b>	<b>13-14</b>	<b>39-44</b>	<b>65-74</b>
<b>Effective</b>	<b>15-17</b>	<b>15-17</b>	<b>45-54</b>	<b>75-90</b>
<b>Highly Effective</b>	<b>18-20</b>	<b>18-20</b>	<b>55-60</b>	<b>91-100</b>

<b><u>Commissioner Imposed Cut Scores</u></b>				
<b><u>Where there is an Approved Value-Added Measure of Student Growth</u></b>	<b>Growth or Comparable Measures</b>	<b>Locally-selected Measures of growth or achievement</b>	<b>Other Measures of Effectiveness (60 points)</b>	<b><u>Overall Composite Score</u></b>
	<b><u>25</u></b>	<b><u>15</u></b>	<b><u>60</u></b>	
<b>Ineffective</b>	<b>0-15</b>	<b>0-9</b>	<b>0-38</b>	<b>0-64</b>
<b>Developing</b>	<b>16-18</b>	<b>10-11</b>	<b>39-44</b>	<b>65-74</b>
<b>Effective</b>	<b>19-22</b>	<b>12-13</b>	<b>45-54</b>	<b>75-90</b>
<b>Highly Effective</b>	<b>23-25</b>	<b>14-15</b>	<b>55-60</b>	<b>91-100</b>

# **Task 6 - Teacher Improvement Plan**

## **Section 1: Statutory Authority and Purpose**

A teacher improvement plan (TIP) is required to be developed and implemented for teachers rated “developing” or “ineffective” through the annual professional performance review (APPR) process conducted pursuant to Education Law §3012-c and Subpart 30-2.10 of the Rules of the Board of Regents. Such TIP must be developed and implemented as soon as possible, but no later than ten (10) school days after the opening of classes in the school year following the school year in which the teacher was rated either “developing” or “ineffective.”

The purpose of a TIP is to assist teachers to work to their fullest potential. The TIP provides assistance and feedback to the teacher and establishes a timeline for assessing its overall effectiveness. The TIP should in no way be construed as disciplinary in nature and should be seen by all parties involved as a way to improve educator effectiveness through professional development.

## **Section 2: Teacher Improvement Plan Process**

Upon a final composite score rating of “developing” or “ineffective,” a meeting shall be scheduled between the teacher and his/her supervisor to develop and implement the TIP with the foci of the meeting being the following: (1) areas in need of improvement; (2) where appropriate, differentiated activities to improve upon these areas; (3) a timeline for achieving the improvement; and (4) the manner(s) in which the improvement will be assessed.

For teachers rated ineffective, to the extent practicable, the teachers shall have an in-person meeting with their supervisor within ten (10) school days, and in no case will this meeting occur later than 10 additional school days.

At the TIP meeting between the teacher and his/her supervisor, it is the responsibility of the supervisor to outline for the teacher the areas in which the supervisor determines are the areas in need of improvement. This outline should be created utilizing as much evidence as possible including, but not limited to, the substance of the teacher’s ratings in each of the three subcomponents (State growth or other comparable measures, locally-selected measures, other measures of effectiveness) of the annual professional performance review (APPR). The teacher is encouraged but not required to create a similar outline based on the evidence referenced above and the feedback received from the supervisor during post-visit conferences to be used as a way of facilitating discussion between the teacher and his/her supervisor during the development and implementation process of the TIP.

In the event the teacher and his/her supervisor cannot come to an agreement on the content of the TIP, the final decision will rest with the supervisor as to the content of the TIP.

The final piece of the TIP meeting shall include a discussion on the manner in which improvement will be assessed. This shall include scheduling a minimum of three (3) meeting dates mutually agreed upon by the teacher and his/her supervisor within the timeframes set forth below. If the teacher and his/her supervisor are unable to come to agreement on when to meet, the final decision will rest with the supervisor. However, in such instances where the teacher is required to meet outside of normal school day hours, it shall be the responsibility of the district to adequately compensate the teacher for the excess work time.



The focus of this portion of the TIP meeting shall be to discuss how the teacher's performance on the previously outlined activities for achieving improvement will be assessed. This should be a collaborative discussion between the teacher and his/her supervisor. However, in the event the teacher and his/her supervisor cannot come to an agreement on the manner in which improvement will be assessed, the final decision will rest with the supervisor.

**TIP Meetings:**

**Meeting #1:** To occur in the same meeting as the initial planning conference

**Meeting #2:** January 2 – April 30

**Meeting #3:** To occur in the same meeting as the summative end of year conference

At each one of the scheduled meetings, the teacher is responsible for presenting evidence to his/her supervisor that demonstrates the progress the teacher has made/is making towards achieving improvement on the outlined activities. The evidence may include, but shall not be limited to, teacher artifacts that demonstrate progress towards or completion of, the activities selected for improvement. Upon demonstration of progress satisfactory to the supervisor, using a reasonable prudent person standard, the supervisor will inform the teacher through verbal and written communication that said activity has been successfully completed. It shall be the responsibility of the supervisor to document the completion of each activity for improvement on the TIP form and maintain the documentation in a manner that is accessible to both the supervisor and the teacher.

Upon successful completion of all activities outlined for improvement, and upon conclusion of the final meeting between the teacher and his/her supervisor, the TIP shall be deemed complete.

**Section 3: Miscellaneous Processes**

In the event that a teacher is unable to successfully satisfy all identified activities for improvement, as outlined in the TIP, prior to the conclusion of the final meeting, the purpose of the final meeting will shift to a discussion on the reasons for non-completion of the activities outlined in the TIP, where the teacher could improve his/her performance, and possible professional development opportunities that the teacher may wish to engage in over the summer recess period to improve his/her performance.

In the event that a teacher successfully completes all activities for improvement outlined in his/her TIP prior to the final meeting date, each subsequent meeting between the teacher and his/her supervisor will serve as a way to identify opportunities to further improve on the teacher's performance. This may include, but is not required to include, adding additional activities that the supervisor and teacher, working in collaboration, feel would benefit the teacher in his/her professional development. This process should mimic the activities process outlined above with the caveat that adding more activities is not necessary, but highly recommended.

For instances in which a teacher has appealed his/her final composite score rating of "developing" or "ineffective," in accordance with the appeals procedures outlined in Task 6.3 of the APPR plan and Education Law §3012-c(5-a), the TIP process outlined above will continue as scheduled (i.e., a TIP must still be developed and implemented). If the final resolution of the teacher's appeal results in the final composite score rating being modified to no longer encompass a rating of "developing" or "ineffective," at that juncture, the TIP will be deemed abandoned and the teacher and supervisor are excused from their responsibilities under the improvement plan process and the improvement plan shall be expunged from the teacher's record. If, however, the teacher wishes to continue the improvement plan, for any reason, the improvement plan process outlined above will remain in effect and the parties will continue with their respective responsibilities under the improvement plan process.

It shall be the responsibility of the supervisor, or his/her designee, to maintain copies of all documents used in the development and implementation of the TIP process while the plan is in progress.

It is the responsibility of the supervisor, or his/her designee, upon completion of the TIP process, to place copies of all documents used in the development and implementation of the TIP in the teacher's personnel file. This shall be completed within ten (10) school days of the completion of the TIP process.

#### **Section 4: Definitions**

For purposes of the Teacher Improvement Plan, the following definitions shall be applicable:

- A. "Developed" shall mean created collaboratively between the teacher and the teacher's supervisor.
- B. "Implemented" shall mean placed into effect. This will be the date that the TIP begins.
- C. "School days" shall mean those days in which school is in session.
- D. "Opening of classes" shall mean the first day of the school year in which students are required to report to classes.
- E. "Final Composite Score" shall mean a teacher's APPR rating that is reported to the State as required by §30-2.3(b) of the Rules of the Board of Regents.
- F. "Teacher" shall mean the individual who has received a final composite score rating of "developing" or "ineffective."
- G. "Supervisor" shall mean the individual primarily responsible for conducting observations with the teacher as part of the "other measures" subcomponent. If said individual is unavailable, the Superintendent of Schools or his/her designee will be deemed to be the teacher's supervisor for purposes of this section.
- H. "Outline" shall mean a description of the areas in greatest need of improvement with sufficient detail that both the teacher and supervisor are able to easily comprehend what was intended.
- I. "Areas for improvement" shall mean those areas of a teacher's performance that, if improved upon, will have the greatest impact on student learning, educator effectiveness, and ultimately a teacher's APPR rating.
- J. "Action steps/activities" shall mean the specific recommendations for what the teacher is expected to do to improve in the identified areas for improvement. This shall include specific, realistic, achievable activities for the teacher.
- K. "Differentiation of activities to support improvement" shall mean specific practices or professional learning activities designed to aid and assist in the professional development of a teacher who has been rated "developing" or "ineffective" on their APPR. These activities should be directly connected to those areas of the teacher's performance in greatest need of improvement.

- L. "Timeline for completion" shall mean specific dates, or date ranges, in which the achievement of specific standards-based goals are, or should be, completed by. This shall also include any intermediary steps necessary to achieve the outlined improvement areas.
- M. "Assessment of improvement" shall mean the evidence by which achievement of specific standards-based goals is measured in order to determine if adequate improvement has been made in the outlined areas in need of improvement. "Adequate" improvement shall be judged by a reasonable prudent person standard.
- N. "Reasonable" shall mean and shall be judged by a reasonable prudent person standard.
- O. "Adequately compensate" shall mean pay or other form of benefit judged to be reasonable, based on a reasonable prudent person standard.
- P. "Normal school day hours" shall mean the timeframe between the start and end of a typical school day in which students attend their first class and the time in which the last class concludes.
- Q. "Designee" shall mean an individual selected to serve in the stead of the individual to whom authority was granted.
- R. "Completion of the TIP Process" shall mean the time period immediately following the conclusion of the final meeting between the teacher and his/her supervisor.

**Annual Professional Performance Review**  
**Teacher Improvement Plan (TIP)**

Name of Teacher: \_\_\_\_\_ School/Building: \_\_\_\_\_

Tenured:  Yes  No Probationary Period: (From) \_\_\_\_/\_\_\_\_/\_\_\_\_ (To) \_\_\_\_/\_\_\_\_/\_\_\_\_

TIP Timeline: (From) \_\_\_\_/\_\_\_\_/\_\_\_\_ (To) \_\_\_\_/\_\_\_\_/\_\_\_\_ Scheduled Meeting Dates: \_\_\_\_\_

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**Areas for Improvement:** Identify specific areas in need of improvement.

**Action Steps/Activities:** Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the teacher.

**Timeline for Completion:** Identify a timeline for achieving the action steps/activities.

**Differentiation of Activities to Support Improvement:** Identify specific resources and support systems available to assist the teacher to improve performance (e.g., professional development, peer visits, content area specialists, materials, etc.).

**Assessment of Improvement:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

\_\_\_\_\_  
*Signature of Principal*      \_\_\_\_/\_\_\_\_/\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Teacher*      \_\_\_\_/\_\_\_\_/\_\_\_\_  
*Date*



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# Task 7 – State Growth of Other Comparable Measures

## HEDI Score Conversion Chart 5

State growth or other comparable measures subcomponent for principals (20 points)

### DOE-CSA Jointly Recommended

#### Scoring Ranges

Local Measures Percentile Rank	HEDI Rating	HEDI Points	
0.0 to 0.3	Ineffective	0	
0.4 to 0.7		1	
0.8 to 1.0		2	
1.1 to 1.4		3	
1.5 to 1.8		4	
1.9 to 2.2		5	
2.3 to 2.5		6	
2.6 to 2.9	Developing	7	
3.0 to 6.4		8	
6.5 to 9.9		9	
10.0 to 20.5	Effective	10	
20.6 to 31.1		11	
31.2 to 41.7		12	
41.8 to 52.3		13	
52.4 to 62.9		14	
63.0 to 69.1		Highly Effective	15
69.2 to 75.2			16
75.3 to 81.4	17		
81.5 to 87.6	18		
87.7 to 93.7	19		
93.8 to 100.0	20		

### Commissioner Imposed Scoring Ranges

Local Measures Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.1	Ineffective	0
0.2 to 0.4		1
0.5 to 0.6		2
0.7 to 0.8		3
0.9 to 1.1		4
1.2 to 1.3		5
1.4 to 1.5		6

1.6 to 1.7		7
1.8 to 2.0		8
2.1 to 2.2		9
2.3 to 2.4		10
2.5 to 2.7		11
2.8 to 2.9		12
3.0 to 6.4	Developing	13
6.5 to 9.9		14
10.0 to 27.6	Effective	15
27.7 to 45.2		16
45.3 to 62.9		17
63.0 to 75.2	Highly Effective	18
75.3 to 87.6		19
87.7 to 100.0		20



## **Task 8 – Locally Selected Measures**

**ATTACHMENT 8.1**

**Locally-selected measures subcomponent for principals with an approved value-added measure**

School Type	Metric	% of Local Measures	Locally-Selected Measure from List of Approve Measures	Demographic Controls
Elementary/Middle/K-8	Student achievement levels on State assessments in ELA and Math in Grades 3-8	65%	(d) student performance on any or all of the district-wide locally selected measures	<ul style="list-style-type: none"> <li>Incoming math and English proficiency of students entering the school (middle)</li> <li>Disability status (elementary/middle/K-8)</li> <li>Economic status (HRA-eligible, temporary housing, free lunch-eligible) (elementary/middle/K-8)</li> <li>English language learner status (elementary/K-8)</li> </ul>
	Student growth or achievement on State assessments in ELA and Math in Grades 4-8 for students in each specific performance level - <b>Growth of all students</b>	17.5%	(d) student performance on any or all of the district-wide locally selected measures	<ul style="list-style-type: none"> <li>Incoming math and English proficiency of students entering the school (middle)</li> <li>Disability status (elementary/middle/K-8)</li> <li>Economic status (HRA-eligible, temporary housing, free lunch-eligible) (elementary/middle/K-8)</li> <li>English language learner status (elementary/K-8)</li> </ul>
	Student growth or achievement on State assessments in ELA and Math in Grades 4-8 for students in each specific performance level - <b>Growth of students in the school's lowest third</b>	17.5%	(d) student performance on any or all of the district-wide locally selected measures	<ul style="list-style-type: none"> <li>Incoming math and English proficiency of students entering the school (middle)</li> <li>Disability status (elementary/middle/K-8)</li> <li>Economic status (HRA-eligible, temporary housing, free lunch-eligible) (elementary/middle/K-8)</li> <li>English language learner status (elementary/K-8)</li> </ul>
High School/Transfer School	Four, five and/or six-year high school graduation and/or dropout rate	65%	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	<ul style="list-style-type: none"> <li>Incoming math and English proficiency of students entering the school</li> <li>Disability status</li> <li>Overage and under-credited status</li> </ul>
	Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades	35%	(h) students' progress toward graduation	<ul style="list-style-type: none"> <li>Incoming math and English proficiency of students entering the school</li> <li>Disability status</li> <li>Overage and under-credited status</li> </ul>
District 75 schools (schools	Student achievement levels on State	65%	(d) student	<ul style="list-style-type: none"> <li>Disability status</li> </ul>

exclusively serving students with disabilities) with at least 30% of students taking standard State ELA and Math assessments	assessments in ELA and Math in Grades 3-8 and NYSAA		performance on any or all of the district-wide locally selected measures	
	Student growth or achievement on State assessments in ELA and Math in Grades 4-8 for students in each specific performance level - <i>Growth of all students</i>	35%	(d) student performance on any or all of the district-wide locally selected measures	<ul style="list-style-type: none"> <li>Disability status</li> </ul>

**Locally-selected measures subcomponent for principals without an approved value-added measure**

School Type	Metric	% of Local Measures	Locally-Selected Measure from List of Approve Measures	Demographic Controls
Early Childhood (without grade 3)	CSA and Doe will come to a mutual agreement, if no agreement is reached by August 1, then the default is NYCDOE-developed performance assessments in ELA and Math	100%	(d) student performance on any or all of the district-wide locally selected measures	<ul style="list-style-type: none"> <li>Incoming math and English proficiency of students entering the school (middle)</li> <li>Disability status (elementary/middle/K-8)</li> <li>Economic status (HRA-eligible, temporary housing, free lunch-eligible) (elementary/middle/K-8)</li> <li>English language learner status (elementary/K-8)</li> </ul>
Early Childhood (with grade 3)	Student achievement levels on State assessments in ELA and Math in Grade 3	100%	(d) student performance on any or all of the district-wide locally selected measures	<ul style="list-style-type: none"> <li>Incoming math and English proficiency of students entering the school (middle)</li> <li>Disability status (elementary/middle/K-8)</li> <li>Economic status (HRA-eligible, temporary housing, free lunch-eligible) (elementary/middle/K-8)</li> <li>English language learner status (elementary/K-8)</li> </ul>
District 75 schools (schools exclusively serving students with disabilities) with >45 students taking NYSAA or <30% taking standard assessments	Student achievement levels on State assessments in ELA and Math in Grades 3-8 and NYSAA	100%	(a) student achievement levels on State assessments	<ul style="list-style-type: none"> <li>Disability status</li> </ul>
District 75 schools (schools exclusively serving students with disabilities) with >45 students taking Regents	Percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations for principals employed in a school with high school grades	100%	(g) percentage of a cohort of students that achieve specified scores	<ul style="list-style-type: none"> <li>Disability status</li> </ul>

**HEDI Score Conversion Chart 6**

**Local measures for principals with value-added (15 points)**

**D75/ES/MS/K-8**

**DOE-CSA Jointly Recommended**

**Scoring Ranges**

Local Measures Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.4	Ineffective	0
0.5 to 0.9		1
1.0 to 1.4		2
1.5 to 1.9		3
2.0 to 2.4		4
2.5 to 2.9	Developing	5
3.0 to 5.2		6
5.3 to 7.6		7
7.7 to 9.9		8
10.0 to 27.6	Effective	9
27.7 to 45.2		10
45.3 to 62.9		11
63.0 to 72.2	Highly Effective	12
72.3 to 81.4		13
81.5 to 90.7		14
90.8 to 100.0		15

**High Schools**

**DOE-CSA Jointly Recommended**

**Scoring Ranges**

Local Measures Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.4	Ineffective	0
0.5 to 0.9		1
1.0 to 1.4		2
1.5 to 1.9		3

2.0 to 2.4		4
2.5 to 2.9		5
3.0 to 4.6	Developing	6
4.7 to 6.2		7
6.3 to 7.9		8
8.0 to 22.9	Effective	9
23.0 to 37.9		10
38.0 to 52.9		11
53.0 to 64.7	Highly Effective	12
64.8 to 76.4		13
76.5 to 88.2		14
88.3 to 100.0		15

**Transfer High Schools  
DOE-CSA Jointly Recommended  
Scoring Ranges**

Local Measures Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.2	Ineffective	0
0.3 to 0.6		1
0.7 to 0.9		2
1.0 to 1.2		3
1.3 to 1.6		4
1.7 to 1.9		5
2.0 to 3.6	Developing	6
3.7 to 5.2		7
5.3 to 6.9		8
7.0 to 24.9	Effective	9
25.0 to 42.9		10
43.0 to 60.9		11
61.0 to 70.7	Highly Effective	12
70.8 to 80.4		13
80.5 to 90.2		14
90.3 to 100.0		15

**D75/ES/MS/K-8****Commissioner Imposed Scoring****Ranges**

Local Measures Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.2	Ineffective	0
0.3 to 0.5		1
0.6 to 0.8		2
0.9 to 1.1		3
1.2 to 1.4		4
1.5 to 1.7		5
1.8 to 2.0		6
2.1 to 2.3		7
2.4 to 2.6		8
2.7 to 2.9	9	
3.0 to 6.4	Developing	10
6.5 to 9.9		11
10.0 to 36.4	Effective	12
36.5 to 62.9		13
63.0 to 81.4	Highly Effective	14
81.5 to 100.0		15

**High Schools****Commissioner Imposed Scoring****Ranges**

Local Measures Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.2	Ineffective	0
0.3 to 0.5		1
0.6 to 0.8		2
0.9 to 1.1		3
1.2 to 1.4		4
1.5 to 1.7		5

1.8 to 2.0		6
2.1 to 2.3		7
2.4 to 2.6		8
2.7 to 2.9		9
3.0 to 5.4	Developing	10
5.5 to 7.9		11
8.0 to 30.4	Effective	12
30.5 to 52.9		13
53.0 to 76.4	Highly Effective	14
76.5 to 100.0		15

**Transfer High Schools  
Commissioner Imposed Scoring  
Ranges**

Local Measures Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.1	Ineffective	0
0.2 to 0.3		1
0.4 to 0.5		2
0.6 to 0.7		3
0.8 to 0.9		4
1.0 to 1.1		5
1.2 to 1.3		6
1.4 to 1.5		7
1.6 to 1.7		8
1.8 to 1.9		9
2.0 to 4.4	Developing	10
4.5 to 6.9		11
7.0 to 33.9	Effective	12
34.0 to 60.9		13
61.0 to 80.4	Highly Effective	14
80.5 to 100.0		15

**HEDI Score Conversion Chart 7**

**Locally-selected measures of student learning for principals without value-added (20 points)**

**D75/ES/MS/K-8/EC schools**

**DOE-CSA Jointly Recommended**

**Scoring Ranges**

Local Measures Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.3	Ineffective	0
0.4 to 0.7		1
0.8 to 1.0		2
1.1 to 1.4		3
1.5 to 1.8		4
1.9 to 2.2		5
2.3 to 2.5		6
2.6 to 2.9	Developing	7
3.0 to 6.4		8
6.5 to 9.9		9
10.0 to 20.5	Effective	10
20.6 to 31.1		11
31.2 to 41.7		12
41.8 to 52.3		13
52.4 to 62.9		14
63.0 to 69.1		Highly Effective
69.2 to 75.2	16	
75.3 to 81.4	17	
81.5 to 87.6	18	
87.7 to 93.7	19	
93.8 to 100.0	20	



**High Schools  
DOE-CSA Jointly Recommended  
Scoring Ranges**

Local Measures Percentile Rank	HEDI Rating	HEDI Points	
0.0 to 0.3	Ineffective	0	
0.4 to 0.7		1	
0.8 to 1.0		2	
1.1 to 1.4		3	
1.5 to 1.8		4	
1.9 to 2.2		5	
2.3 to 2.5		6	
2.6 to 2.9	Developing	7	
3.0 to 5.4		8	
5.5 to 7.9		9	
8.0 to 16.9	Effective	10	
17.0 to 25.9		11	
26.0 to 34.9		12	
35.0 to 43.9		13	
44.0 to 52.9		14	
53.0 to 60.7		Highly Effective	15
60.8 to 68.6			16
68.7 to 76.4	17		
76.5 to 84.2	18		
84.3 to 92.1	19		
92.2 to 100.0		20	

**Transfer High Schools**

**DOE-CSA Jointly Recommended  
Scoring Ranges**

Local Measures Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.2	Ineffective	0

0.3 to 0.4		1
0.5 to 0.7		2
0.8 to 0.9		3
1.0 to 1.2		4
1.3 to 1.4		5
1.5 to 1.7		6
1.8 to 1.9		7
2.0 to 4.4	Developing	8
4.5 to 6.9		9
7.0 to 17.7	Effective	10
17.8 to 28.5		11
28.6 to 39.3		12
39.4 to 50.1		13
50.2 to 60.9		14
61.0 to 67.4	Highly Effective	15
67.5 to 73.9		16
74.0 to 80.4		17
80.5 to 86.9		18
87.0 to 93.4		19
93.5 to 100.0		20

**D75/ES/MS/K-8/EC schools**  
**Commissioner Imposed Scoring**  
**Ranges**

Local Measures Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.1	Ineffective	0
0.2 to 0.4		1
0.5 to 0.6		2
0.7 to 0.8		3
0.9 to 1.1		4
1.2 to 1.3		5
1.4 to 1.5		6
1.6 to 1.7		7

1.8 to 2.0		8
2.1 to 2.2		9
2.3 to 2.4		10
2.5 to 2.7		11
2.8 to 2.9		12
3.0 to 6.4	Developing	13
6.5 to 9.9		14
10.0 to 27.6	Effective	15
27.7 to 45.2		16
45.3 to 62.9		17
63.0 to 75.2	Highly Effective	18
75.3 to 87.6		19
87.7 to 100.0		20

**High schools  
Commissioner Imposed Scoring  
Ranges**

Local Measures Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.1	Ineffective	0
0.2 to 0.4		1
0.5 to 0.6		2
0.7 to 0.8		3
0.9 to 1.1		4
1.2 to 1.3		5
1.4 to 1.5		6
1.6 to 1.7		7
1.8 to 2.0		8
2.1 to 2.2		9
2.3 to 2.4		10
2.5 to 2.7		11
2.8 to 2.9		12
3.0 to 5.4	Developing	13
5.5 to 7.9		14

8.0 to 22.9	Effective	15
23.0 to 37.9		16
38.0 to 52.9		17
53.0 to 68.6	Highly Effective	18
68.7 to 84.2		19
84.3 to 100.0		20

**Transfer High Schools  
Commissioner Imposed Scoring  
Ranges**

Local Measures Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.1	Ineffective	0
0.2 to 0.2		1
0.3 to 0.4		2
0.5 to 0.5		3
0.6 to 0.7		4
0.8 to 0.8		5
0.9 to 1.0		6
1.1 to 1.1		7
1.2 to 1.3		8
1.4 to 1.4		9
1.5 to 1.6		10
1.7 to 1.7		11
1.8 to 1.9		12
2.0 to 4.4	Developing	13
4.5 to 6.9		14
7.0 to 24.9	Effective	15
25.0 to 42.9		16
43.0 to 60.9		17
61.0 to 73.9	Highly Effective	18
74.0 to 86.9		19
87.0 to 100.0		20



## **Task 9 – Other Comparable Measures**

Principals will be rated on the principal practice rubric (the NYC Quality Review Rubric 2012-2013). Principals will receive a rating on each indicator of the Quality Review, which are weight-averaged to produce an overall score. See HEDI score conversion chart 8 in Attachment 9.7 for conversion of scores on the rubric to HEDI points.

Supervisors will use multiple sources of evidence to assign principals a principal practice rubric rating. These sources of evidence will include the results of at least two annual school visits by a supervisor or trained administrator, at least one of which must be from a supervisor, and at least one of which must be unannounced.

For 2014-2015 and beyond:

For principals rated Effective or Highly Effective or who don't have a rating from the prior school year, principal will have two (2) visits. One visit will be conducted by the superintendent, the second visit can be from anyone who has the underlying SBL, or SDL, or equivalent in a non-teaching position who is not part of any Network team.

For principals rated Developing or Ineffective, principal will have two (2) visits. Both supervisory visits must be performed by the superintendent.

NYCDOE shall negotiate any changes to the NYC Quality Review Rubric 2012-2013 with the CSA. In accordance with the design of 3012-c, a principal rated Ineffective in both the State growth or other comparable measures and locally selected measures subcomponents of student learning subcomponents must be rated Ineffective overall.

CSA and DOE jointly request that the Commissioner change the scoring ranges for the 2013-2014 school year. ("Negotiated Cut Scores") In the event the Board of Regents do not approve the changes an alternative scoring methodology is described herein. ("Commissioner Imposed Cut Scores").

## **Task 10 – Composite Scoring Principals**

*Please provide the locally-negotiated 60 point scoring bands.*

DOE/CSA Jointly recommended Scoring ranges      Commissioner Imposed Cut Scores

Highly Effective	45-60		Highly Effective	55-60
Effective	30-44		Effective	45-54
Developing	24-29		Developing	39-44
Ineffective	0-23		Ineffective	0-38

# Task 11 – Principal Improvement Plan

## Annual Professional Performance Review

### Principal Improvement Plan (PIP)

Name of Principal: \_\_\_\_\_ School/Building: \_\_\_\_\_

Tenured:  Yes  No Probationary Period: (From) \_\_\_/\_\_\_/\_\_\_ (To) \_\_\_/\_\_\_/\_\_\_

PIP Timeline: (From) \_\_\_/\_\_\_/\_\_\_ (To) \_\_\_/\_\_\_/\_\_\_ Meeting Dates: \_\_\_\_\_  
12 Months

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**Areas for Improvement:** Identify specific areas in need of improvement.

**Action Steps/Activities:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.

**Timeline for Completion:** Identify a timeline for achieving the action steps/activities.

**Differentiation of Activities to Support Improvement:** Identify specific resources and support systems available to assist the principal to improve performance (e.g., professional development, peer visits, content area specialists, materials, etc.).

**Assessment of Improvement:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.

The principal gives permission for a copy of this Principal Improvement Plan to be forwarded to the Council of Schools, Supervisors & Administrators.

\_\_\_\_\_  
*Signature of Superintendent*

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Principal*

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
*Date*



The principal improvement plan will cover a span of 12 months.

Principals will receive their principal improvement plan (PIP) within ten (10) school days from the opening of classes for the school year following the school year in which the principal was rated “developing” or “ineffective” in accordance with Education Law §3012-c.

For principals rated ineffective, to the extent practicable, the principal shall have an in-person meeting with their supervisor within ten (10) school days, and in no case will this meeting occur later than 10 additional school days. The principal will have four (4) additional in-person visits. Two (2) of these visits will be by the superintendent, and two (2) of these visits will be by someone from the Network team. Two (2) superintendent visits shall satisfy the evaluative supervisory visits pursuant to Education Law §3012-c(2)(h)(4).

For principals rated developing, if the principal wants to discuss the principal improvement plan with the superintendent, the superintendent shall do so by phone or an in-person meeting within ten (10) school days from the opening of classes for the school year following the school year in which the principal was rated developing. The principal will have four (4) additional in-person visits. Two (2) of these visits will be by the superintendent, and two (2) of these visits will be by someone from the Network team. Two (2) superintendent visits shall satisfy the evaluative supervisory visits pursuant to Education Law §3012-c(2)(h)(4).

Following each of the supervisory visits by the superintendent, the superintendent shall issue written feedback to the principal describing progress on the principal improvement plan and APPR rating thus far in the school year.