



Annual Professional Performance Review

January 2012

*Revised 2.2012

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Introduction

The Board of Education of the City School District of Albany (the "District"), in public session at its meeting of January 19, 2012, adopts this Annual Professional Performance Plan (the "APPR Plan") for the 2011-2012 school year pursuant to the requirements of Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education. The adoption of this APPR Plan is with the express understanding that any aspects of the APPR Plan that are required to be negotiated pursuant to the Education Law Section §3012-c and accompanying regulation of the Board of Regents and the Commissioner of Education with the City School District of Albany's Teacher and Administrator Associations continue to be subject to the obligation until such time as any final agreement is reached with those Associations regarding the APPR Plan.

Annual Professional Performance Review ("APPR") supports the professional growth of our educators. A successful review system should provide timely feedback, an opportunity to acknowledge educators' strengths as well as their weakness, and an opportunity for growth as an educator.

This APPR system will be a significant factor in all employment decisions including but not limited to those required by the statute and/or regulations.

Education Law, §3012-c establishes new requirements for a comprehensive performance evaluation system for classroom teachers and building principals, to be phased in commencing with the 2011-2012 school year. In the 2011-2012 school year, the law only applies to classroom teachers of the common branch subjects, English Language Arts (ELA) and Mathematics in grades 4-8, all teachers in Persistently Low Achieving (PLA) schools, and the building principals of schools in which such teachers are employed. The annual professional performance review for all other teachers and principals will remain unchanged during the 2011-2012 school year. Those teachers and principals will be covered by the new system in the 2012-2013 school year.

Part I

TRAINING OF EVALUATORS

The District will ensure that all Evaluators/Lead Evaluators are properly trained and certified to complete an individual's performance review. This includes all certified administrators who typically conduct evaluations of teachers, the certified PAR consultant teachers, and the Superintendent's Cabinet members who are certified to evaluate principals and other administrators. Evaluator training will be conducted by appropriately qualified individual or entities. Evaluator training will be based upon the recommended SED model certification process.

The superintendent or designee will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The district will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with NYSUT and Capital Region BOCES. Certified evaluators will be monitored and recertified on a periodic basis to be determined by the district in collaboration with APSTA and APSAA.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommend in training for certified evaluators. The District anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments/paired observation, and/or annual calibration sessions. In the case of evaluators who are conditionally or not-yet-certified the district will provide ongoing support and training.

This training will include the following Requirements for Certified Evaluators/Certified Lead Evaluators:

- New York State Teaching Standards
- Evidence-based observations
- Application and use of Student Growth Percentile and/or Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide Instruction Reporting System
- Scoring methodology used to evaluate teachers and principals\Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.

Part II

DATA MANAGEMENT

The District will work with the State Education Department (the “SED”) to develop a process that aligns its data systems to ensure that SED receives timely and accurate teacher, course and student “linkage” data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.

Ensuring Accurate Teacher and Student Data

The district shall ensure that SED receives accurate teacher and student data, including enrollment, attendance data, and any other student, teacher, schools, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents and Commissioner of Education. The District will provide such data in a format and timeline prescribed by the Commissioner.

The District collects and archives data on student enrollment, attendance and achievement on State wide assessments in the student data management suite of the products including Powerschool, Exam 2K. The data maintained by our Chief Information Officer in collaboration with the District Registrar, Supervisors and Coaches, Guidance Department staff & Administrative staff who regularly verify attendance, grades, assessment results, and course assignments. Additionally, the District will utilize, but not be limited to, District Math Benchmarks, I-Ready Reading, and I-Ready Math as assessment databases to aid in the analysis and monitoring of student progress.

The New York State Department’s APPR Guidance and field memos, relating to the Student Information Repository System (SIRS), will provide detailed guidance related to the collection and reporting of data, including student-teacher linkage and student attendance. The District will continue to monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State is complete and accurate. The NYSED advises that it will provide roster verification reports to assist in this process. The NYSED also will provide guidelines for the use of student-teacher instructional weighting and student exclusion flags.

Verification: The District’s student data system identifies teacher assignments, student enrollment, and student attendance. The District has obtained the NYSED statewide unique identifier for all certified individuals employed by the District through “TEACH.” The District has entered this information into the District’s data system for reporting to SIRS in accordance with NYSED guidance. Student enrollment in all courses linked to a state assessment is recorded using the statewide standardized course codes. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 through the links established between Finance Manager & Powerschool. Teachers use these systems to record daily attendance, maintain a grade book, produce progress reports, and

report cards. The District will work with APSTA to determine an appropriate role for individual teachers to play in this verification process.

Reporting Individual Subcomponent Scores: The District will report to the SED, in individual subcomponent scores and total composite effectiveness score, for each classroom teacher and building principal in the District using a format and timeline prescribed by the Commissioner. The District will develop a process for timely and accurate extraction of such data and will use SIRS data reporting extract protocols for reporting these data to NYSED. Total Composite Effectiveness Scores will not be reported until the data on student achievement on the NYS Assessments is transmitted to the District. The district CIO has created spreadsheet templates to archive the additional necessary data elements for NYSED compliance.

Development, Security, and Scoring of Assessments: The District shall ensure the development of security and scoring processes of all assessments and/or measures used to evaluate teachers and principals, under this section, are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

Development: The District will continue to obtain feedback and input from the APPR Committee to determine decisions about local measures of student achievement; teacher and principal practice rubrics; any other instruments (such as surveys, self-assessments, portfolios); and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher or principal effectiveness.

Security: The District will ensure security measures for delivery, storage, and distribution of all state assessments. Testing coordinator functions are shared by the K-5 & 6-12 Data Coaches under the supervision of the Assistant Superintendents for Education. Tests will be delivered to a single location and secured upon delivery within a walk-in safe at the City School District of Albany. Exam packages are inventoried upon arrival and then delivered by the Chief Information Officer to the schools on the date(s) of administration. Assessments will not be disseminated.

Part III

ANNUAL PROFESSIONAL PERFORMANCE REVIEW FOR TEACHERS **2011-2012 SCHOOL YEAR**

For the 2011-2012 school year, this APPR Plan will apply only to classroom common branch teachers who teach English Language Arts or Mathematics in grades 4-8 and at least 50% of the teacher's students must be in grades 4-8 English Language Arts or Mathematics. In addition, all teachers in PLA schools will utilize this APPR plan. The performance of other teachers within the District will be evaluated in accordance with the District's pre-existing Annual Professional Performance Review Plan developed and maintained pursuant to §100.2(o) of the Regulations of the Commissioner of Education. Nothing in the APPR Plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements with the Albany Public School Teachers Association continuously in effect on July 1, 2010 through the present until a successor collective bargaining agreement is negotiated.

Annual Professional Performance Criteria

1. Growth Measure Components (20%):

- State Assessments for 4 - 8 ELA and Mathematics Teachers

For classroom teachers of common branch subjects or English Language Arts or Mathematics in grades 4 - 8, 20% of the composite score shall be based upon student growth data on NYS Assessments as prescribed by the Commissioner.

- Comparable growth measures for all other teachers outside grades 4 - 8 ELA and Math at Hackett Middle School (PLA Site)

Hackett Middle School's grade configuration is grades 6 – 8 only. For Hackett Middle School (PLA Site), classroom teachers of subjects other than English Language Arts or Mathematics in grades 6th through 8th, 20% of the composite score shall be a school-wide increase of 3% in middle school students receiving a score of proficient or better on the grades 6th through 8th NYS ELA and Math Assessments based on Student performance on the New York State ELA and Mathematics assessment in the 2010-2011 NYS School Report Card (ELA 27% and Mathematics 31%). Results will be determined through comparisons with the NYS Pre-Accountability Overview Report.

- Comparable growth measures for all teachers at Albany High School (PLA Site)

At the high school level, 20% of the composite score shall be a school-wide increase of 3% based on the promotion rates for students from 9th to 10th (66%) and 10th to 11th (71%) in the 2010 – 2011 school year. A target promotion rate for 2011-

2012 for 9th to 10th will be set at 69% and for 10th to 11th a target of 74% will be set. In addition a 3% increase in the weighted average of students passing the five core Regents (English, Algebra, Global History and Geography, U.S. History, and Living Environment) based on the 2010-2011 Regents Results (56%) from the NYS School Report Card with a target of 59% determined by the NYS Accountability Overview Report.

2. Locally-Selected Measures 4 – 8 20%(10% for ELA and 10% Math):
 - a. ELA will use I-Ready Building Composite Score for all 4 – 8 ELA teachers in the district including Hackett Middle School (PLA school subject to SIG grant criteria)
 - b. Mathematics will use Building Composite Score on District Benchmark Assessment for all 4 – 8 ELA teachers in the district including Hackett Middle School (PLA school subject to SIG grant criteria)
3. Classroom Observation (60%) utilizing the NYSUT Teacher Practice Rubric (documentation attached): The District shall assign an appropriately trained certified evaluator to perform all observations. This includes all certified administrators who typically conduct evaluations of teachers, the certified PAR consultant teachers, and the Superintendent's Cabinet members who are certified to evaluate principals and other administrators.

Locally Selected Measures:

Mathematics Subcomponent Scoring Bands for Grades 4 – 8:

For the 2011-2012 school year, locally selected measures of student achievement will reflect a school-wide increase of 3% in the students receiving a score of proficient on the grades 4 through 8 math locally developed mid- and end-of-year benchmark assessments.

$$\% \text{ Growth in Proficiency Achieved} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Scoring Proficient or Better on Mathematics Benchmark	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%^*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

ELA Local Subcomponent Scoring Bands for Grades 4 – 8:

For the 2011-2012 school year, locally selected measures of student achievement will reflect a school-wide increase of 10 points on the average scale score of the I-Ready ELA assessment. The I-Ready will be administered at mid-year and at the end of the school year, for ELA teachers in grades 4 through 8 throughout the district.

$$I\text{Ready Point Increase} \times 2 = \text{Points Earned}$$

Level	Increase of Average Scale Score on the I-Ready ELA Assessment (not a percentage)	Points
Ineffective	$Point \text{ Increase} < 1.25$	0-2
Developing	$1.25 \leq Point \text{ Increase} < 5.75$	3-11
Effective	$5.75 \leq Point \text{ Increase} < 8.75$	12-17
Highly Effective	$8.75 \leq Point \text{ Increase} \leq 10$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

Since grades 4-8 include both the departmentalized teachers of ELA or Mathematics and those teachers in elementary settings who teach both ELA and Math, there are different sub-components that will apply. For teachers of a single subject, only the corresponding assessment measures will apply. For teachers of both subjects, assessment measures in both subjects will apply.

These two sub-components of the Comparable State Growth Measure will be weighted to arrive at a maximum of 20 composite percentage points based on the chart below.

All 4 - 6 Elementary Teachers of Both ELA and Math

APPR Sub-Component	Points Earned	Scale Multiplier	Final Component Percentage Points
Locally Selected Component 1 (School-wide I-Ready) (10%)	20 possible	× 0.50	10 possible
Locally Selected Component 2 (School-wide Math Benchmark) (10%)	20 possible	× 0.50	10 possible
TOTAL POINTS (100%)			20 possible

All 6 - 8 Teachers of ELA or Math (including Hackett Middle School)

APPR Sub-Component	Points Earned	Scale Multiplier	Final Component Percentage Points
Locally Selected Component (20%) (School-wide I-Ready ELA or Math Benchmark)	20 points	× 1.00	20 points
TOTAL POINTS			20 possible

Comparable growth measures for all other Non ELA/Math Teachers at Hackett Middle School (PLA Site)

For Hackett Middle School (PLA Site), classroom teachers of subjects other than English Language Arts or Mathematics in grades 6th through 8th, 20% of the composite score shall be a school-wide increase of 3% in middle school students receiving a score of proficient or better on the grades 6th through 8th NYS ELA and Math Assessments based on Student performance on the New York State ELA and Mathematics assessment in the 2010-2011 NYS School Report Card (ELA 27% and Mathematics 31%). Results will be determined through comparisons with the NYS Pre-Accountability Overview Report.

$$\% \text{ Growth in Passing Rate} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Passing the ELA State Assessment	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%^*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

$$\% \text{ Growth in Passing Rate} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Passing the Math State Assessment	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%^*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

These two sub-components of the Comparable State Growth Measure will be weighted to arrive at a maximum of 20 composite percentage points based on the chart below.

Comparable State Growth Measure Sub-Component	Points Earned	Scale Multiplier	Final Component Percentage Points
Comparable State Growth Component 1 (NYS ELA Assessment) (10%)	20 possible	× 0.50	10 possible
Comparable State Growth Component 2 (NYS Math Assessment) (10%)	20 possible	× 0.50	10 possible
TOTAL POINTS			20 possible

High School

Comparable growth measures for all teachers at Albany High School

At the high school level, 20% of the composite score shall be a school-wide increase of 3% based on the promotion rates for students from 9th to 10th (66%) and 10th to 11th (71%) in the 2010 – 2011 school year. A target promotion rate for 2011-2012 for 9th to 10th will be set at 69% and for 10th to 11th a target of 74% will be set. In addition a 3% increase in the weighted average of students passing the five core Regents (English, Algebra, Global History and Geography, U.S. History, and Living Environment) based on the 2010-2011 Regents Results (56%) from the NYS School Report Card with a target of 59% determined by the NYS Accountability Overview Report.

$$\% \text{ Growth in Passing Rate} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Passing the 5 Core NYS Regents Exams	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

$$\% \text{ Growth in Promotion Rate} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Promoted from 9 th to 10 th Grade or 10 th to 11 th	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

These three sub-components of the Comparable State Growth Measure will be weighted to arrive at a maximum of 20 composite percentage points based on the chart below.

Comparable State Growth Measure Sub-Component	Points Earned	Scale Multiplier	Final Component Percentage Points
Comparable State Growth Component 1 (5 Core Regents Exams) (10%)	20 possible	× 0.50	10 possible
Comparable State Growth Component 2 (Promotion from 9 th to 10 th Grade) (5%)	20 possible	× 0.25	5 possible
Comparable State Growth Component 3 (Promotion from 10 th to 11 th Grade) (5%)	20 possible	× 0.25	5 possible
TOTAL POINTS			20 possible

Professional Practice / Evaluation Procedures

Teacher observation will be compliant to meet the conditions of the Commissioner's regulations. What follows are a series of charts that delineate the groups of teachers required to be evaluated using the HEDI criteria. Specifically teachers fall into the following groups:

- All 4-6 Elementary Teachers of Both ELA and Math - Probationary
- All 4-6 Elementary Teachers of Both ELA and Math - Tenured
- All 6-8 Teachers of ELA or Mathematics (Including Hackett Middle School) - Probationary
- All 6-8 Teachers of ELA or Mathematics (Including Hackett Middle School) - Tenured
- Hackett Middle School Non- ELA/Math Teachers - Probationary
- Hackett Middle School Non- ELA/Math Teachers - Tenured
- Albany High School Teachers - Probationary
- Albany High School Teachers - Tenured

Probationary teachers shall be observed as frequently as necessary but not less than three (3) formal observations in an academic school year. Tenured teachers will be formally observed twice (2) per academic school year. Both probationary and tenured teachers may be observed informally as often as deemed necessary. Informal observations can be announced or unannounced and are not intended to be evaluative. Feedback from informal observations can be provided verbally and/or in writing. Classroom observations shall be conducted by trained and certified district administrators, which include principals or house principals, vice-principals and assistant principals, assistant house principals, supervisors, assistant supervisors, directors, assistant directors, and coordinators in administrative positions. Trained and certified District PAR Consultant Teachers may assist in the observation process. Classroom observations shall comprise of up to 60% or 80% of the teachers' composite score as previously determined above

The parties agree to use NYSUT Teacher Practice Rubric approved by the New York State Education Department for the 2011-2012 school year.

The percentage weight allocation varies depending upon a teacher's tenure status. Probationary teachers generally need more guidance/support with Standards that apply directly to classroom instruction and management. Observations using Standards 1- 5 will be weighted more heavily for the probationary teacher.

The following charts outlines the percentage weights allocated for observations:

Probationary Teachers (60%)

- All 4-6 Elementary Teachers of Both ELA and Math – Probationary
- All 6-8 Teachers of ELA or Mathematics (Including Hackett Middle School) – Probationary

Classroom Observation # 1	25%
Classroom Observation # 2	25%
Final Observation # 3: Professional Reflection and Goal Setting	10%

Tenured Teachers (60%)

- All 4-6 Elementary Teachers of Both ELA and Math – Tenured
- All 6-8 Teachers of ELA or Mathematics (Including Hackett Middle School) – Tenured

Classroom Observation # 1	45%
Final Observation # 2: Professional Reflection and Goal Setting	15%

Probationary Teachers (80%)

- All Hackett Middle School Non- ELA/Math Teachers - Probationary
- All Albany High School Teachers – Probationary

Classroom Observation # 1	33%
Classroom Observation # 2	33%
Final Observation # 3: Professional Reflection and Goal Setting	14%

Tenured Teachers (80%)

- All Hackett Middle School Non- ELA/Math Teachers - Tenured
- All Albany High School Teachers – Tenured

Classroom Observation # 1	60%
Final Observation # 2: Professional Reflection and Goal Setting	20%

Observation Process:

- 1. Pre-Conference-** the teacher provides the evaluator with a lesson plan. The teacher may also provide the evaluator any evidence or data relevant to the rubric. The pre-conference will center on creating clarity and common understanding, as to exactly what the evaluator will be looking for and how the evidence and data will be collected and organized.
- 2. Classroom Observation-** the evaluator will collect evidence from a classroom observation that is mutually agreed upon by the teacher and the evaluator. The evaluator will align the evidence with the City School District of Albany Teacher Practice Evidence Collection documents.(see attached) The teacher will receive a draft of the evidence and data which was collected during the classroom observation.
- 3. Post-Conference-** the teacher will receive a draft of the evidence and data which was collected prior to the post-conference. The teacher may also provide the evaluator with any further evidence and data from the observed lesson (i.e. student work) at this post-conference. The post-conference will be structured as an inquiry, centered on the evidence and data, in order to stimulate self-reflection on the part of the teacher and to foster professional conversation between the teacher and evaluator. The inquiry will consist of probing, clarifying, self-reflective, and follow-up questions. The evaluator will then calibrate the evidence and data to the NYSUT Teacher Practice Rubric.
- 4. Second Post-Conference-** the teacher will receive a summary of their performance relevant to the NYSUT Teacher Practice Rubric. The teacher should also receive a final copy of all evidence and data that was gathered during the observation process. Finally, the teacher will receive an evaluation summary outlining areas of strength and growth as developed by the teacher and the evaluator.
- 5. Final Observation - Professional Reflection and Goal Setting-** the teacher will provide the evaluator with their Professional Reflection and Goal Setting Document. The teacher and evaluator will meet to discuss this document and gather evidence around Standards 6 and 7 of the NYSUT Teacher Practice Rubric. The evaluator will calibrate the evidence and data to the NYSUT Teacher Practice Rubric.

In order to eliminate subjectivity and inconsistency the following 4 point rubric will be applied to the observation(s). The maximum number of points possible for each classroom observation (Standards I-V) is 20 points. The maximum number of points possible for Standards VI-VII is 8 points. Please refer to the charts on pages 14 -29 for specific conversions and scoring bands.

HEDI Scoring for Observation Subcomponent				
Standard	Ineffective	Developing	Effective	Highly Effective
I - Knowledge of Students and Student Learning	0-1	2	3	4
II – Knowledge of Content and Instructional Planning	0-1	2	3	4
III – Instructional Practice	0-1	2	3	4
IV – Learning Environment	0-1	2	3	4
V – Assessment for Student Learning	0-1	2	3	4
VI – Professional Responsibilities and Collaboration	0-1	2	3	4
VII – Professional Growth	0-1	2	3	4

Composite Rating System

The points earned from the formal observations will be combined with the appropriate points for assessment (state and local where applicable as described above) to reach a total composite score. The composite score for each of the teacher groups previously identified is detailed in the individualized teacher worksheets below:

All 4 - 6 Elementary Teachers of Both ELA and Math - Probationary Teachers

Observation Component

HEDI Scoring Bands for Observation Subcomponent				
Standard	Ineffective	Developing	Effective	Highly Effective
I - Knowledge of Students and Student Learning	0-1	2	3	4
II – Knowledge of Content and Instructional Planning	0-1	2	3	4
III – Instructional Practice	0-1	2	3	4
IV – Learning Environment	0-1	2	3	4
V – Assessment for Student Learning	0-1	2	3	4
VI – Professional Responsibilities and Collaboration	0-1	2	3	4
VII – Professional Growth	0-1	2	3	4
Total Points				

State Growth Components 1 and 2 (NYS ELA and Math Assessments)

Level	NYS ELA and Math State Assessment	Points
Ineffective	To Be Determined By NYSED	0 - 2
Developing		3 - 11
Effective		12 -17
Highly Effective		18 - 20

Locally Determined Component 1 (I-Ready)

$$I\text{Ready Point Increase} \times 2 = \text{Points Earned}$$

Level	Increase of Average Scale Score on the I-Ready ELA Assessment (not a percentage)	Points
Ineffective	$Point\ Increase < 1.25$	0-2
Developing	$1.25 \leq Point\ Increase < 5.75$	3-11
Effective	$5.75 \leq Point\ Increase < 8.75$	12-17
Highly Effective	$8.75 \leq Point\ Increase \leq 10$	18-20

*If the 10 pt. Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

Locally Determined Component 2(District Math Benchmark)

$$\% \text{ Growth in Proficiency Achieved} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Scoring Proficient or Better in Mathematics	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

All 4 - 6 Elementary Teachers of Both ELA and Math - Probationary Teachers (cont.)

APPR Component Summary Chart

APPR Component		Points Earned	Scale Multiplier	Final Component Percentage Points
Observation 1 (Standards I – V)	(25%)	20 possible	× 1.25	25 possible
Observation 2 (Standards I – V)	(25%)	20 possible	× 1.25	25 possible
Observation 3 (Standards VI – VII)	(10%)	8 possible	× 1.25	10 possible
State Growth Component 1 (NYS ELA)	(10%)	20 possible	× 0.50	10 possible
State Growth Component 2 (NYS Math)	(10%)	20 possible	× 0.50	10 possible
Locally Selected Component 1 (School-wide I-Ready)	(10%)	20 possible	× 0.50	10 possible
Locally Selected Component 2 (School-wide Math Benchmark)	(10%)	20 possible	× 0.50	10 possible
TOTAL POINTS	(100%)			100 possible

Total Points Earned _____ = HEDI Rating of _____

Level	Total of State Growth Percentage Points (NYS 4-6 ELA and Math Exams)	Total of Local Measures Percentage Points (Building-wide I-Ready and Math Benchmarks)	Total of Observation Percentage Points (Observations 1-3)	Overall Composite Score
Ineffective	0 – 2	0 – 2	0 – 21	0 - 50
Developing	3 – 11	3 – 11	22 – 36	51 – 64
Effective	12 -17	12 -17	37 – 51	65 - 85
Highly Effective	18 - 20	18 – 20	52 - 60	86 - 100

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

(Note: The signature of the teacher indicates that he/she has read this evaluation and has knowledge of the evaluation and recommendations made by the evaluator.)

All 4 - 6 Elementary Teachers of ELA and Math - Tenured Teachers

Observation Component

HEDI Scoring Bands for Observation Subcomponent				
Standard	Ineffective	Developing	Effective	Highly Effective
I - Knowledge of Students and Student Learning	0-1	2	3	4
II – Knowledge of Content and Instructional Planning	0-1	2	3	4
III – Instructional Practice	0-1	2	3	4
IV – Learning Environment	0-1	2	3	4
V – Assessment for Student Learning	0-1	2	3	4
VI – Professional Responsibilities and Collaboration	0-1	2	3	4
VII – Professional Growth	0-1	2	3	4
Total Points				

State Growth Components 1 and 2 (NYS ELA and Math Assessments)

Level	NYS ELA and Math State Assessment	Points
Ineffective	To Be Determined by NYSED	0 - 2
Developing		3 - 11
Effective		12 - 17
Highly Effective		18 - 20

Locally Determined Component 1 (I-Ready)

$$I\text{Ready Point Increase} \times 2 = \text{Points Earned}$$

Level	Increase of Average Scale Score on the I-Ready ELA Assessment (not a percentage)	Points
Ineffective	$Point\ Increase < 1.25$	0-2
Developing	$1.25 \leq Point\ Increase < 5.75$	3-11
Effective	$5.75 \leq Point\ Increase < 8.75$	12-17
Highly Effective	$8.75 \leq Point\ Increase \leq 10$	18-20

*If the 10 pt. Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

Locally Determined Component 2(District Math Benchmark)

$$\% \text{ Growth in Proficiency Achieved} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Scoring Proficient or Better in Mathematics	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

All 4 - 6 Elementary Teachers of ELA and Math - Tenured Teachers (cont.)

APPR Component Summary Chart

APPR Component	Points Earned	Scale Multiplier	Final Component Percentage Points
Observation 1 (Standards I – V) (45%)	20 possible	× 2.25	45 possible
Observation 2 (Standards VI – VII) (15%)	8 possible	× 1.875	15 possible
State Growth Component 1 (NYS ELA) (10%)	20 possible	× 0.50	10 possible
State Growth Component 2 (NYS Math) (10%)	20 possible	× 0.50	10 possible
Locally Selected Component 1 (School-wide I-Ready) (10%)	20 possible	× 0.50	10 possible
Locally Selected Component 2 (School-wide Math Benchmark Metric) (10%)	20 possible	× 0.50	10 possible
TOTAL POINTS (100%)			

Total Points Earned _____ = HEDI Rating of _____

Level	Total of State Growth Percentage Points (NYS 4-6 ELA and Math Exams)	Total of Local Measures Percentage Points (Building-wide I-Ready and Math Benchmarks)	Total of Observation Percentage Points (Observations 1-2)	Overall Composite Score
Ineffective	0 - 2	0 - 2	0 - 21	0 - 50
Developing	3 - 11	3 - 11	22 - 36	51 - 64
Effective	12 - 17	12 - 17	37 - 51	65 - 85
Highly Effective	18 - 20	18 - 20	52 - 60	86 - 100

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

(Note: The signature of the teacher indicates that he/she has read this evaluation and has knowledge of the evaluation and recommendations made by the evaluator.)

All 6 - 8 Teachers of ELA or Math (including Hackett Middle School) - Probationary Teachers

Observation Component

HEDI Scoring Bands for Observation Subcomponent				
Standard	Ineffective	Developing	Effective	Highly Effective
I - Knowledge of Students and Student Learning	0-1	2	3	4
II – Knowledge of Content and Instructional Planning	0-1	2	3	4
III – Instructional Practice	0-1	2	3	4
IV – Learning Environment	0-1	2	3	4
V – Assessment for Student Learning	0-1	2	3	4
VI – Professional Responsibilities and Collaboration	0-1	2	3	4
VII – Professional Growth	0-1	2	3	4
Total Points				

State Growth Component (NYS ELA or Math Assessments)

Level	NYS ELA or Math State Assessment	Points
Ineffective	To Be Determined by NYSED	0-2
Developing		3-11
Effective		12-17
Highly Effective		18-20

Locally Determined Component (I-Ready or Math Benchmark)

IReady Point Increase × 2 = *Points Earned*

Level	Increase of Average Scale Score on the I-Ready ELA Assessment (not a percentage)	Points
Ineffective	<i>Point Increase</i> < 1.25	0-2
Developing	1.25 ≤ <i>Point Increase</i> < 5.75	3-11
Effective	5.75 ≤ <i>Point Increase</i> < 8.75	12-17
Highly Effective	8.75 ≤ <i>Point Increase</i> ≤ 10	18-20

*If the 10 pt. Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

% *Growth in Proficiency Achieved* × 20 ÷ 3 = *Points Earned*

Level	Increase in % of Students Scoring Proficient or Better in Mathematics	Points
Ineffective	% <i>Growth</i> < 0.375%	0-2
Developing	0.375% ≤ % <i>Growth</i> < 1.725%	3-11
Effective	1.725% ≤ % <i>Growth</i> < 2.625%	12-17
Highly Effective	2.625% ≤ % <i>Growth</i> ≤ 3.0%*	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

All 6 - 8 Teachers of ELA or Math (including Hackett Middle School) - Probationary Teachers (cont.)

APPR Component Summary Chart

APPR Component	Points Earned	Scale Multiplier	Final Component Percentage Points
Observation 1 (Standards I – V) (25%)	20 points	× 1.25	25 points
Observation 2 (Standards I – V) (25%)	20 points	× 1.25	25 points
Observation 3 (Standards VI – VII) (10%)	8 points	× 1.25	10 points
State Growth Component (NYS ELA or Math Exams) (20%)	20 points	× 1.00	20 points
Locally Selected Component (School-wide I-Ready ELA or Math Benchmark) (20%)	20 points	× 1.00	20 points
TOTAL POINTS			

Total Points Earned _____ = HEDI Rating of _____

Level	Total of State Growth Percentage Points (NYS 4-6 ELA or Math Exams)	Total of Local Measures Percentage Points (Building-wide I-Ready or Math Benchmarks)	Total of Observation Percentage Points (Observations 1-3)	Overall Composite Score
Ineffective	0 – 2	0 – 2	0 – 21	0 - 50
Developing	3 – 11	3 – 11	22 – 36	51 – 64
Effective	12 -17	12 -17	37 – 51	65 - 85
Highly Effective	18 - 20	18 – 20	52 - 60	86 - 100

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

(Note: The signature of the teacher indicates that he/she has read this evaluation and has knowledge of the evaluation and recommendations made by the evaluator.)

All 6 - 8 Grade Teachers of ELA or Math (including Hackett Middle School) - Tenured Teachers

Observation Component

HEDI Scoring Bands for Observation Subcomponent				
Standard	Ineffective	Developing	Effective	Highly Effective
I - Knowledge of Students and Student Learning	0-1	2	3	4
II – Knowledge of Content and Instructional Planning	0-1	2	3	4
III – Instructional Practice	0-1	2	3	4
IV – Learning Environment	0-1	2	3	4
V – Assessment for Student Learning	0-1	2	3	4
VI – Professional Responsibilities and Collaboration	0-1	2	3	4
VII – Professional Growth	0-1	2	3	4
Total Points				

State Growth Component (NYS ELA or Math Assessments)

Level	NYS ELA or Math State Assessment	Points
Ineffective	To Be Determined by NYSED	0-2
Developing		3-11
Effective		12-17
Highly Effective		18-20

Locally Determined Component (I-Ready or Math Benchmark)

$$I\text{Ready Point Increase} \times 2 = \text{Points Earned}$$

Level	Increase of Average Scale Score on the I-Ready ELA Assessment (not a percentage)	Points
Ineffective	$Point\ Increase < 1.25$	0-2
Developing	$1.25 \leq Point\ Increase < 5.75$	3-11
Effective	$5.75 \leq Point\ Increase < 8.75$	12-17
Highly Effective	$8.75 \leq Point\ Increase \leq 10$	18-20

*If the 10 pt. Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

$$\% \text{ Growth in Proficiency Achieved} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Scoring Proficient or Better in Mathematics	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

All 6 - 8 Grade Teachers of ELA or Math (including Hackett Middle School) - Tenured Teachers

APPR Component Summary Chart

APPR Component	Points Earned	Scale Multiplier	Final Component Percentage Points
Observation 1 (Standards I – V) (45%)	20 points	× 2.25	45 points
Observation 2 (Standards VI – VII) (15%)	8 points	× 1.875	15 points
State Growth Component (NYS ELA or Math Exams) (20%)	20 points	× 1.00	20 points
Locally Selected Component (School-wide I-Ready ELA or Math Benchmark) (20%)	20 points	× 1.00	20 points
TOTAL POINTS			

Total Points Earned _____ = HEDI Rating of _____

Level	Total of State Growth Percentage Points (NYS 4-6 ELA or Math Exams)	Total of Local Measures Percentage Points (Building-wide I-Ready or Math Benchmarks)	Total of Observation Percentage Points (Observations 1-2)	Overall Composite Score
Ineffective	0 - 2	0 - 2	0 - 21	0 - 50
Developing	3 - 11	3 - 11	22 - 36	51 - 64
Effective	12 - 17	12 - 17	37 - 51	65 - 85
Highly Effective	18 - 20	18 - 20	52 - 60	86 - 100

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

(Note: The signature of the teacher indicates that he/she has read this evaluation and has knowledge of the evaluation and recommendations made by the evaluator.)

Hackett Middle School Non-ELA or Math - Probationary Teachers

Observation Component

HEDI Scoring Bands for Observation Subcomponent				
Standard	Ineffective	Developing	Effective	Highly Effective
I - Knowledge of Students and Student Learning	0-1	2	3	4
II – Knowledge of Content and Instructional Planning	0-1	2	3	4
III – Instructional Practice	0-1	2	3	4
IV – Learning Environment	0-1	2	3	4
V – Assessment for Student Learning	0-1	2	3	4
VI – Professional Responsibilities and Collaboration	0-1	2	3	4
VII – Professional Growth	0-1	2	3	4
Total Points				

Comparable State Growth Components 1 and 2 (NYS ELA and Math Assessments)

$$\% \text{ Growth in Passing Rate} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Passing the ELA or Math State Assessment	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%^*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

Hackett Middle School Non-ELA or Math - Probationary Teachers (cont.)

APPR Component Summary Chart

APPR Component	Points Earned	Scale Multiplier	Final Component Percentage Points
Observation 1 (Standards I – V) (33%)	20 possible	× 1.67	33.4 possible
Observation 2 (Standards I – V) (33%)	20 possible	× 1.67	33.4 possible
Observation 3 (Standards VI – VII) (14%)	8 possible	× 1.65	13.2 possible
Comparable State Growth Component 1 (NYS ELA Assessment) (10%)	20 possible	× 0.50	10 possible
Comparable State Growth Component 2 (NYS Math Assessment) (10%)	20 possible	× 0.50	10 possible
TOTAL POINTS			

Total Points Earned _____ = HEDI Rating of _____

Level	Total of Comparable State Growth Measure Points (NYS ELA and Math Assessments)	Total of Observation Percentage Points (Observations 1-3)	Overall Composite Score
Ineffective	0 - 2	0 - 30	0 - 50
Developing	3 - 11	31 - 50	51 - 69
Effective	12 - 17	51 - 71	70 - 95
Highly Effective	18 - 20	72 - 80	96 - 100

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

(Note: The signature of the teacher indicates that he/she has read this evaluation and has knowledge of the evaluation and recommendations made by the evaluator.)

Hackett Middle School Non-ELA or Math - Tenured Teachers

Observation Component

HEDI Scoring Bands for Observation Subcomponent				
Standard	Ineffective	Developing	Effective	Highly Effective
I - Knowledge of Students and Student Learning	0-1	2	3	4
II – Knowledge of Content and Instructional Planning	0-1	2	3	4
III – Instructional Practice	0-1	2	3	4
IV – Learning Environment	0-1	2	3	4
V – Assessment for Student Learning	0-1	2	3	4
VI – Professional Responsibilities and Collaboration	0-1	2	3	4
VII – Professional Growth	0-1	2	3	4
Total Points				

Comparable State Growth Components 1 and 2 (NYS ELA and Math Assessments)

$$\% \text{ Growth in Passing Rate} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Passing the ELA or Math State Assessment	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

Hackett Middle School Non-ELA or Math - Tenured Teachers (cont.)

APPR Component Summary Chart

APPR Component	Points Earned	Scale Multiplier	Final Component Percentage Points
Observation 1 (Standards I – V) (60%)	20 possible	× 3.00	60 possible
Observation 2 (Standards VI – VII) (20%)	8 possible	× 2.50	20 possible
Comparable State Growth Component 1 (NYS ELA Assessment) (10%)	20 possible	× 0.50	10 possible
Comparable State Growth Component 2 (NYS Math Assessment) (10%)	20 possible	× 0.50	10 possible
TOTAL POINTS			

Total Points Earned _____ = HEDI Rating of _____

Level	Total of Comparable State Growth Measure Points (NYS ELA and Math Assessments)	Total of Observation Percentage Points (Observations 1-2)	Overall Composite Score
Ineffective	0 - 2	0 - 30	0 - 50
Developing	3 - 11	31 - 50	51 - 69
Effective	12 - 17	51 - 71	70 - 95
Highly Effective	18 - 20	72 - 80	96 - 100

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

(Note: The signature of the teacher indicates that he/she has read this evaluation and has knowledge of the evaluation and recommendations made by the evaluator.)

Albany High School - Probationary Teachers

Observation Component

HEDI Scoring Bands for Observation Subcomponent				
Standard	Ineffective	Developing	Effective	Highly Effective
I - Knowledge of Students and Student Learning	0-1	2	3	4
II – Knowledge of Content and Instructional Planning	0-1	2	3	4
III – Instructional Practice	0-1	2	3	4
IV – Learning Environment	0-1	2	3	4
V – Assessment for Student Learning	0-1	2	3	4
VI – Professional Responsibilities and Collaboration	0-1	2	3	4
VII – Professional Growth	0-1	2	3	4
Total Points				

Comparable State Growth Component 1 (5 Core NYS Regents Exams)

$$\% \text{ Growth in Passing Rate} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Passing the 5 Core NYS Regents Exams	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%^*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

Comparable State Growth Component 2 (Promotion Rate From 9 to 10)

$$\% \text{ Growth in Passing Rate} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Promoted from 9 th to 10 th Grade	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%^*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

Comparable State Growth Component 3 (Promotion Rate From 10 to 11)

$$\% \text{ Growth in Passing Rate} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Promoted from 10 th to 11 th Grade	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%^*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

Albany High School - Probationary Teachers (cont.)

APPR Component Summary Chart

APPR Component	Points Earned	Scale Multiplier	Final Component Percentage Points
Observation 1 (Standards I – V) (33%)	20 possible	× 1.67	33.4 possible
Observation 2 (Standards I – V) (33%)	20 possible	× 1.67	33.4 possible
Observation 3 (Standards VI – VII) (14%)	8 possible	× 1.65	13.2 possible
Comparable State Growth Component 1 (5 Core Regents Exams) (10%)	20 possible	× 0.50	10 possible
Comparable State Growth Component 2 (Promotion from 9 th to 10 th Grade) (5%)	20 possible	× 0.25	5 possible
Comparable State Growth Component 3 (Promotion from 10 th to 11 th Grade) (5%)	20 possible	× 0.25	5 possible
TOTAL POINTS			

Total Points Earned _____ = HEDI Rating of _____

Level	Total of Comparable State Growth Measure Points (5 Core NYS Regents and Promotion Rates 9-10 and 10-11)	Total of Observation Percentage Points (Observations 1-3)	Overall Composite Score
Ineffective	0 – 2	0 – 30	0 – 50
Developing	3 – 11	31 – 50	51 – 69
Effective	12 -17	51 – 71	70 - 95
Highly Effective	18 - 20	72 - 80	96 - 100

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

(Note: The signature of the teacher indicates that he/she has read this evaluation and has knowledge of the evaluation and recommendations made by the evaluator.)

Albany High School - Tenured Teachers

Observation Component

HEDI Scoring Bands for Observation Subcomponent				
Standard	Ineffective	Developing	Effective	Highly Effective
I - Knowledge of Students and Student Learning	0-1	2	3	4
II – Knowledge of Content and Instructional Planning	0-1	2	3	4
III – Instructional Practice	0-1	2	3	4
IV – Learning Environment	0-1	2	3	4
V – Assessment for Student Learning	0-1	2	3	4
VI – Professional Responsibilities and Collaboration	0-1	2	3	4
VII – Professional Growth	0-1	2	3	4
Total Points				

Comparable State Growth Component 1 (5 Core NYS Regents Exams)

$$\% \text{ Growth in Passing Rate} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Passing the 5 Core NYS Regents Exams	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%^*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

Comparable State Growth Component 2 (Promotion Rate From 9 to 10)

$$\% \text{ Growth in Passing Rate} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Promoted from 9 th to 10 th Grade	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%^*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

Comparable State Growth Component 3 (Promotion Rate From 10 to 11)

$$\% \text{ Growth in Passing Rate} \times 20 \div 3 = \text{Points Earned}$$

Level	Increase in % of Students Promoted from 10 th to 11 th Grade	Points
Ineffective	$\% \text{ Growth} < 0.375\%$	0-2
Developing	$0.375\% \leq \% \text{ Growth} < 1.725\%$	3-11
Effective	$1.725\% \leq \% \text{ Growth} < 2.625\%$	12-17
Highly Effective	$2.625\% \leq \% \text{ Growth} \leq 3.0\%^*$	18-20

*If the 3% Target is exceeded then the rating would be Highly Effective and a full 20 points awarded.

Albany High School - Tenured Teachers (cont.)

APPR Component Summary Chart

APPR Component	Points Earned	Scale Multiplier	Final Component Percentage Points
Observation 1 (Standards I – V) (60%)	20 possible	× 3.00	60 possible
Observation 2 (Standards VI – VII) (20%)	8 possible	× 2.50	20 possible
Comparable State Growth Component 1 (5 Core Regents Exams) (10%)	20 possible	× 0.50	10 possible
Comparable State Growth Component 2 (Promotion from 9 th to 10 th Grade) (5%)	20 possible	× 0.25	5 possible
Comparable State Growth Component 3 (Promotion from 10 th to 11 th Grade) (5%)	20 possible	× 0.25	5 possible
TOTAL POINTS			

Total Points Earned _____ = HEDI Rating of _____

Level	Total of Comparable State Growth Measure Points (5 Core NYS Regents and Promotion Rates 9-10 and 10-11)	Total of Observation Percentage Points (Observations 1-2)	Overall Composite Score
Ineffective	0 – 2	0 – 30	0 - 50
Developing	3 – 11	31 – 50	51 – 69
Effective	12 -17	51 – 71	70 - 95
Highly Effective	18 - 20	72 - 80	96 - 100

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

(Note: The signature of the teacher indicates that he/she has read this evaluation and has knowledge of the evaluation and recommendations made by the evaluator.)

Teacher Development

- Instructional Coaching
- Instruction Support
- Theme Coordinators at AHS (PLA site)
- Horizontal and Vertical Team Planning times
- Data Inquiry Teams
- Differentiated Professional Development
- Embedded Professional Development
- Increased contractual work year to support Professional Development
- Peer Assistance and Review (PAR) Consultant Teachers

Part IV
ANNUAL PROFESSIONAL PERFORMANCE REVIEW
ALL TEACHERS
2012-2013

Annual Professional Performance Criteria

1. State Assessments (20%): Student performance on state assessments shall be 20% of the teacher's overall evaluative score.
2. Locally-Selected Measures (20%) will be expanded to include SLOs created in collaboration with Capital Region BOCES.
3. Classroom Observation (60%) utilizing the NYSUT Teacher Practice Rubric approved by SED. The District shall assign an appropriately trained evaluator to perform all observations.

SPECIAL NOTE: Value-Added Measures: At such time that the Board of Regents decides to adopt a value-added growth model and Annual Professional Performance Criteria shall be:

1. State Assessments (25%): Student growth on state assessments as determined by commissioner or comparable measure shall be 25% of the teacher's overall evaluative score.
2. Locally-Selected Measures (15%): The above identified local assessment score shall be 15% of the teacher's overall evaluative score.
3. Classroom Observation (60%): Same as above.

Composite Rating System:

The APPR Committee will review and revise existing composite HEDI ratings from the 2011-2012 school year in compliance with any current SED regulations.

Part V

Teacher Improvement Plans

A TIP must be initiated whenever a teacher receives a composite rating of “developing” or “ineffective” as delineated by the HEDI scoring bands on their annual evaluation using the NYSUT Teacher Practice Rubric.

Process (see Appendix V)

- Identified Teacher would be notified by the District in writing that based on evaluation outcomes a TIP would be developed within 10 work days of receipt of letter.
- The District must contact the APSTA President to inform them of a member being placed on a TIP.
- Identified Teacher would be contacted by the Peer Assistance and Review (PAR) consulting teacher.
- PAR consulting teacher would work with Administration and member in the development of the TIP.
- Utilization of Appendix V and VI in the APSTA /Collective Bargaining Agreement.
- The Administrator and the Teacher will organize follow-up meetings to review progress and document same on a progress log.

Contents: Each TIP shall contain the following information:

- Identify Areas of Improvement
- Identify Timeline for improvement
- Identify How Improvement will be Assessed
- Identify Differentiated Activities to Support Improvement

The timing of each TIP shall be in place no later than ten (10) work days (within the school year) after teachers are notified of a developing or ineffective rating.

Part VI

Appeals

Probationary teachers may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary teachers may not appeal the APPR. A teacher improvement plan is not required for probationary teachers as such purpose is fulfilled by the APPR process.

Tenured teachers may only appeal the substance and rating, the adherence to the standards and methodologies required for such review, adherence to commissioner's regulations, issuance and/or implementation of the terms of an improvement plan in connection with "Ineffective" and "Developing" determinations. The appeal must be submitted in writing to the APPR/PAR panel ("Appeals Panel") (or any future similarly configured panel/committee) within ten school days of the issuance of the APPR or implementation of a Teacher Improvement Plan ("TIP") and shall set forth the basis of the appeal. Tenured teachers may submit written rebuttals of determinations of "Effective" and "Highly Effective" if desired, but may not appeal such ratings.

The Appeals Panel shall consist of four members appointed by District and four members appointed by APSTA. The Appeals Panel may modify the TIP, set aside the rating, uphold the rating and/or call for a new review conducted by an administrator (PAR trained or later agreed upon training) (not the original evaluator) and a consulting (PAR trained or later agreed upon training) teacher. In the event there is no majority opinion of the Appeals Panel, the APPR will be redone with an administrator (PAR trained or later agreed upon training) (not the original evaluator) and consulting (PAR trained or later agreed upon training) teacher conducting a joint APPR. Any new review will be completed within 30 days. The teacher may rebut this joint review in writing, but may not appeal the substance of the joint review.

The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the grievance procedure and is not subject to any appeal to the Commissioner of Education or courts. However, failure of either the District or Association to abide by the above agreed upon process is subject to the grievance procedure.