THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
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September 2, 2014

Chancellor Carmen Fariña
New York City Department of Education
Tweed Courthouse
52 Chamber Street
New York, NY 10007

Michael Mulgrew, President
United Federation of Teachers
52 Broadway
New York, NY 10004

Dear Chancellor Fariña and President Mulgrew:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR plan. If any material changes are made to your approved APPR plan, your district must submit such material changes to us for approval, including any changes in your plan resulting from the Measures of Student Learning Central Committee. Please see the attached note for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results. Thus, in the event that the revised percentage ranges in your HEDI conversion charts for the State Growth or Other Comparable Measures and Locally Selected Measures subcomponents do not result in effective differentiation of educator ratings, the Department may issue a corrective action plan. Furthermore, in accordance with Education Law §3012-c, if the Department finds that the NYCDOE is not implementing its approved plan in accordance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents, the Department reserves the right to rescind its approval and/or require your district to correct and/or resolve such violations.

Please also note that while the Department has provisionally approved the use of your requested rubric variance for the Other Measures of Teacher Effectiveness

subcomponent, approval of this variance may be withdrawn if: (1) the rubric is in noncompliance with one or more of the criteria for approval set forth in the variance application, or is in noncompliance with the Commissioner's regulations; (2) the rubric is not identifying meaningful and/or observable differences in performance levels across schools and classrooms; and/or (3) high-quality research calls into question the correlation between high performance on this rubric and positive student learning outcomes. Additionally, this variance has been approved for three years, at which point the NYCDOE must demonstrate: (1) evidence of the district's ongoing investment in the approved rubric, particularly in training and implementation; (2) evidence that the rubric continues to generate differentiated ratings and assessment of educator skills and proficiency; and (3) evidence that the differentiation in ratings achieved continues to be justified by student achievement results. As noted in the variance approval letter, your district will additionally be required to provide sufficient data after one and two years to identify meaningful and/or observable differences in performance levels across schools and classrooms, and to show the correlation between high performance on the rubric and positive student learning outcomes. If your rubric variance is not renewed and/or the Department's approval of the variance is withdrawn, your district must submit a request for material change to your existing APPR plan.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Phil Weinberg
Julia Rafal

NOTE:
Any supplemental documents such as memorandums of agreement or understanding have not been reviewed for purposes of compliance under Education Law §3012-c. However, the Department reserves the right to review these documents at any time for consistency with your APPR plan and/or to ensure compliance with applicable laws and regulations. As a result of such review, the Department may reject your APPR plan and/or require corrective action at any time.

To: John King, Commissioner, New York State Education Department (SED)

From: Carmen Fariña, Chancellor, New York City Department of Education
Michael Mulgrew, President of the United Federation of Teachers

Date: August 29, 2014

Re: New York City APPR Plan

In response to SED's email dated June 20, 2014 and in accordance with your June 1, 2013 Determination and Order and APPR Review Room Submission Task Documents ("Commissioner's Decision") and consistent with Education Law §3012-c, the New York City Board of Education ("DOE") and the United Federation of Teachers, Local 2, AFT, AFL-CIO ("UFT") have collectively bargained a new APPR Plan and are jointly submitting this APPR Plan to you for approval.[1] The DOE and UFT understand that if they agree to make any material changes to NYC's APPR Plan, the parties must submit a material change request to SED and obtain SED approval of their request. Enclosed is a redlined version of the changes to the current APPR Plan in the APPR Review Room Submission Task Document ("Task Document").

Below is a summary of the most significant changes to the current APPR Plan.

Measures of Teacher Practice (MOTP)

1) ***Rubric components***: The entire *Danielson Framework for Teaching* (2013 Edition) will be used for formative purposes. Evaluators will rate teachers for evaluative purposes on the New York City Measures of Teacher Practice Rubric ("NYC MOTP Rubric"), a variation of the Danielson *Framework for Teaching* (2013), consisting of eight components of the *Framework* (this is a Rubric Variance):

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1e Designing Coherent Instruction
- 2a Creating an Environment of Respect and Rapport
- 2d Managing Student Behavior
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 4e Growing and Developing Professionally

These 8 components will allow us to evaluate all of the New York State Teaching Standards, as required, each year.

[1] The appeals procedures have been collectively bargained pursuant to §3012-c(5-a)(o). All appeals will be timely and expeditious pursuant to §3012-c(5). The parties entire appeals procedures are not submitted as part of this APPR plan, to the extent that such procedures are not necessary for review under 3012-c(5).

In recognition of the important work teachers do in classrooms with students, components from Domains 2 and 3 will be weighted 85% and components from Domains 1 and 4 will be weighted 15%.

2) ***Teacher artifacts***: The Teacher Artifacts component of the MOTP will be eliminated.

3) ***Forms and evidence***: The new evaluator form (attached in Task 4) will apply to all observation options. The new form will require evaluators to provide lesson-specific evidence gathered during an observation for all components rated, and it will enable evaluators to include Domain 1 or 4 evidence observed within 15 school days prior to the classroom observation as part of an assessment of a teacher's preparation and professionalism.

4) ***Timely feedback***: To help ensure that teachers are provided with timely feedback on their practice, evaluators will be required to provide evidence based feedback to teachers (verbally or in writing) within 15 school days of an observation. In addition, evaluator forms must be completed within 45 school days of an observation; evaluators may only conduct one additional evaluative observation between the time of an observation and the completion of the form for that observation.

5) ***New observation option***: Teachers who receive an overall rating of Highly Effective in the prior school year may select Observation Option 3, consisting of a minimum of three informal observations. Teachers who select Option 3 agree to open their classrooms to colleagues for at least three classroom visits during which colleagues can observe and learn from their teaching.

6) ***MOTP scoring***: The following changes have been made to simplify and clarify the calculation of MOTP scores:

- Evaluators can rate all eight components during all observations.
- For teachers who select Observation Option 1, informal and formal observations are no longer weighted differently
- There will no longer be Individual Observation Ratings.
- A teacher's final MOTP score will be based on a weighted average of their Overall Component Scores (with Domain 1 and 4 components weighted 15% and Domain 2 and 3 components weighted 85%). Overall Component Scores will be calculated from the average of each component score rated on the evaluator forms.

7) ***Videotaping***: Evaluators must be present when classroom observations are videotaped, unless the teacher and evaluator agree that the evaluator does not need to be present. At the beginning of the year teachers will indicate whether they wish to allow observations to be videotaped. Teachers who wish to be videotaped must select from the following options: (1) the evaluator chooses which observations, if any, will be videotaped, or (2) the teacher designates that some observations must be videotaped. In this case a teacher who selects Option 1 will have the formal observation videotaped, a teacher who selects Option 2 will have two of the informal observations videotaped, and a teacher who selects Option 3 will have one informal observation videotaped.

8) ***Student surveys***: Student surveys will only be used for non-evaluative purposes during the 2014–2015 school year.

Measures of Student Learning (MOSL)
The following changes have been made to the Measures of Student Learning ("MOSL") component of the teacher evaluation and development system to ensure that New York City students are engaged in meaningful learning, the evidence from which helps educators understand students' progress and improve instruction.

1) ***Linked Measures***: In recognition of the need to have additional MOSL options that link teachers to the students they teach, the DOE will create a new set of MOSL options called "Linked Measures." Linked Measures will allow teachers to have their MOSL based on ***only their own students'*** growth on assessments. For example, Physical Education teachers could have their MOSL be based on their own students' growth on State ELA and Math assessments.

2) ***UFT-DOE MOSL Committee:*** The UFT and the DOE have agreed to create a UFT-DOE MOSL Committee that will examine the current range of MOSL options and examine expanded options for the 2015–2016 school year and thereafter. Expanded options that will be considered include subject-based assessments, the use of portfolios, project-based learning, and semi-annualized/term course assessments.

3) ***Time***: To provide educators with more time to implement MOSL and make MOSL decisions, time has been allocated at the beginning and end of the school year for educators to engage in MOSL-related activities. In addition, the deadline for making State and Local Measures decisions has been moved to 10 school days after the first day of school.

4) ***Goal-setting scoring:*** The goal-setting scoring system has been changed to allow educators to work within a more meaningful and reasonable goal-setting process that supports fair and accurate ratings for teachers:

- 85%-100% of students must meet or exceed targets for a teacher to be rated Highly Effective
- 55%-84% of students must meet or exceed targets for a teacher to be rated Effective
- 30%-54% of students must meet or exceed targets for a teacher to be rated Developing
- 0%-29% of students must meet or exceed targets for a teacher to be rated Ineffective

5) ***Local Measures default:*** The Local Measures default will now be consistent across school types. The default will be the same as the one currently in place for schools that do not serve grades 4-8: school-wide measure of student growth based on all applicable assessments administered within the building for the State Measures.

6) ***School MOSL Committee options***: Additional options will be available to School MOSL Committees for the Local Measures. These will include linked/ group measures using New York City Performance Assessments and State-approved third-party assessments and additional target populations (i.e., additional student subgroups beyond the lowest-performing third of students).

Thank you for your consideration of these modifications which we believe will serve the students and teachers of New York City.

Carmen Fariña, Chancellor, New York City Department of Education

Michael Mulgrew, President of the United Federation of Teachers

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

Created Wednesday, May 29, 2013
Updated Saturday, June 01, 2013

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

8	State assessment	8th Grade State Science Assessment

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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	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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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

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

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other Teachers		See attached document

For all additional courses, as applicable: 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

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(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)

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Updated Saturday, June 01, 2013

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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

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

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

- Checked

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

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 certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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 Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and 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 all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and 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 statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date:

Carmen Farina 8/25/14

Teachers Union President Signature: Date:

Michael Mulgrew 8/28/14

Administrative Union President Signature: Date:

Ernest A. Logan 8/29/14

Board of Education President Signature: Date:

For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date:

Carmen Farina 8/25/14

ATTACHED DOCUMENTS TO NYCDOE APPR PLAN REVIEW ROOM SUBMISSION

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MM 8/28/14

CJ 8/25/14

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 ("State Measures"). 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. In all cases, the principal must decide if teachers' SLO results will be determined through a goal-setting process or by NYCDOE-generated growth scores if the NYCDOE has offered a growth model)
3. The law requires that all classroom teachers be evaluated under the new law. The regulations d efine "classroom teacher" as a teacher in the classroom teaching service as defined in §80-1.1 o f the Commissioner's regulations. For further guidance on teachers and other school personnel consi dered "classroom teachers" under the law please see Section B 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. Please note that the references in Task 2 to "student targets" incorporate the content of the entire SLO template and the district will fully follow the State's SLO rules, which can be found at https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/ and https://www.engageny.org/sites/default/files/resource/attachments/slo-guidance.pdf
8. For assessments where principals have chosen to use goal-setting, the process by which student targets 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. For assessments where principals have chosen to use goal-setting, the building principal (or the principal's designee) will make the final determination on student targets proposed by the teacher.
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-

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new-york-s-annual-professional-performance-review-law-and-regulations/). For rules regarding courses that are not annualized, see Task 3 (Section "Courses That Are Not Annualized").

11. For assessments where principals have chosen to use goal-setting using a NYC performance assessment or a State-approved 3rd party assessment, student targets 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 student targets 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 student targets 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 student targets 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 student targets to the final, approved student targets; however, it is recommended that such a discussion occur and that where possible the teacher have the opportunity to revise the student targets to meet the expectations of the principal. The rules in Task 3 for courses that are not annualized must be followed for the State Measures Subcomponent.
12. For assessments where principals have chosen to use goal-setting using a school-wide, group, team, or linked measures (as defined herein), student targets must be finalized no later than November 15 of each school year, absent any extraordinary circumstances. Principals must submit their proposed student targets to their superintendent (or superintendent's designee) no later than October 15 of each school year, absent any extraordinary circumstances. The building principal (or principal's designee) must provide teachers with their final student targets no later than November 15 of each school year, absent any extraordinary circumstances. In all instances, the superintendent will make the final determination of any elements of student targets.
    a. For assessments that are aligned to semestered courses (where a teacher does not teach the same course which ends in the same summative assessment in both semesters), all student targets must be finalized within six weeks from the start of the semester, absent any extraordinary circumstances. Teachers must submit their proposed student targets 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 student targets 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 student targets 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 student targets to the final, approved student targets; however, it is recommended that such a discussion occur and that where possible the teacher have the opportunity to revise the student targets to meet the expectations of the principal.
    b. For assessments that are aligned to trimester courses (where a teacher does not teach the same course which ends in the same summative assessment in all three trimesters), all student targets must be finalized within three weeks from the start of the trimester, absent any extraordinary circumstances. Teachers must submit their proposed student targets 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 student targets 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 student targets 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 student targets to the final, approved student targets; however, it is recommended that such a discussion occur and that where possible the teacher have the opportunity to revise the student targets to meet the expectations of the principal.

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c. For assessments that are aligned to cycle-based courses (where a teacher does not teach the same course which ends in the same summative assessment in all cycles), all student targets must be finalized within two weeks from the start of the cycle, absent any extraordinary circumstances. Teachers must submit their proposed student targets 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 student targets 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 student targets 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 student targets to the final, approved student targets; however, it is recommended that such a discussion occur and that where possible the teacher have the opportunity to revise the student targets to meet the expectations of the principal.

13. Assessments to be used:

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 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., 3rd grade ELA and Math, 4th grade Science, 8th 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 all other courses, the assessment(s) used in the SLO(s) for the teachers in a grade/subject will be a NYC 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; or (3) Linked Measures (i.e., for the 2014-15 school year and thereafter, the DOE shall create "linked measures" such that there is an option for each teacher to be evaluated based upon assessment results -- State assessments, state approved 3rd party assessments, and/or NYC Performance Assessments -- of students he/she teaches. Some or all assessments are not linked to courses the teacher teaches.).

d. d. For the 2014- 2015 school year and thereafter, the principal must decide what measures will be used for the upcoming school year no later than ten (10) school days after the first day of school for students. Principals must make decisions for State Measures for all applicable grades/subjects in their school by the deadline. In the event a principal does not make decisions for State Measures by the deadline, the principal's supervisor (or supervisor's designee) shall make the decisions for State Measures for all applicable grades/subjects in the school no later than ten (10) school days after the principal's deadline.

   i. For the purposes of a school-wide, group or team measure, the teachers can only be linked to students 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

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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 NYC performance assessment, State assessment, and/or a State-approved 3rd 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).

14. 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 NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

ii. **For Kindergarten ELA Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11..

iii. **For Kindergarten ELA Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iv. **For Grade 1 ELA Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

v. **For Grade 1 ELA Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

vi. **For Grade 1 ELA Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

vii. **For Grade 2 ELA Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

viii. **For Grade 2 ELA Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

ix. **For Grade 2 ELA Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

x. **For Grade 3 ELA Teachers using the NYS Grade 3 ELA assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to

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the teacher based on the uploaded charts in Task 2.11.

b. Task 2.3 K-3 Math Teachers

i. **For Kindergarten Math Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

ii. **For Kindergarten Math Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the = teacher based on the uploaded charts in Task 2.11.

iii. **For Kindergarten Math Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iv. **For Grade 1 Math Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

v. **For Grade 1 Math Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

vi. **For Grade 1 Math Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

vii. **For Grade 2 Math Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

viii. **For Grade 2 Math Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

ix. **For Grade 2 Math Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

x. **For Grade 3 Math Teachers using the NYS Grade 3 ELA assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

c. Task 2.4 6-8 Science Teachers

i. **For Grade 6 Science Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set

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individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

ii. **For Grade 6 Science Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iii. **For Grade 6 Science Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iv. **For Grade 7 Science Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

v. **For Grade 7 Science Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

vi. **For Grade 7 Science Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

vii. **For Grade 8 Science Teachers using the NYS Grade 8 Science assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

d. Task 2.5 6-8 Social Studies Teachers

i. **For Grade 6 Social Studies Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

ii. **For Grade 6 Social Studies Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the = teacher based on the uploaded charts in Task 2.11.

iii. **For Grade 6 Social Studies Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iv. **For Grade 7 Social Studies Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

v. **For Grade 7 Social Studies Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will

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be awarded to the teacher based on the uploaded charts in Task 2.11.

vi. **For Grade 7 Social Studies Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

vii. **For Grade 8 Social Studies Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

viii. **For Grade 8 Social Studies Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

ix. **For Grade 8 Social Studies Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

e. Task 2.6 High School Social Studies Regents Courses Teachers

i. **For Global 1 Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

ii. **For Global 1 Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iii. **For Global 1 Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iv. **For Global 2 Teachers using the NYS Global History and Geography Regents assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

v. **For American History Teachers using the NYS U.S. History and Government Regents assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

f. Task 2.7 High School Science Regents Courses Teachers

i. **For Living Environment Teachers using the NYS Living Environment Regents assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task

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2.11.

ii. **Earth Science Teachers using the NYS Earth Science Regents assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iii. **For Chemistry Teachers using the NYS Chemistry Regents assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iv. **For Physics Teachers using the NYS Physics Regents assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

g. Task 2.7 High School Math Regents Courses Teachers

i. **For Algebra 1 Teachers using the NYS Integrated Algebra Regents assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

ii. **For Geometry Teachers using the NYS Geometry Regents assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iii. **For Algebra 2 Teachers using the NYS Algebra 2 Regents assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

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 English Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iii. **For Grade 9 English Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iv. **For Grade 9 English Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

v. **For Grade 9 Teachers using the NYS Comprehensive English Regents assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

vi. **For Grade 10 English Teachers using a NYC performance assessment or a State-approved 3rd**

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party assessment selected by the Chancellor either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

vii. **For Grade 10 English Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

viii. **For Grade 10 English Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

ix. **For Grade 10 Teachers using the NYS Comprehensive English Regents assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

x. **For Grade 11 English Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xi. **For Grade 11 English Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xii. **For Grade 11 English Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xiii. **For Grade 11 Teachers using the NYS Comprehensive English Regents assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

i. Task 2.10 All Other Courses

i. **For Librarians using a NYC performance assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

ii. **For Librarians using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iii. **For Librarians using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

iv. **For Foreign Language Teachers using a NYC performance assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

v. **For Foreign Language Teachers using a school-wide, group, or team measure based on**

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State assessments either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

vi. **For Foreign Language Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

vii. **For Arts Teachers using a NYC performance assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

viii. **For Arts Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

ix. **For Arts Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

x. **For Physical Education Teachers using a NYC performance assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xi. **For Physical Education Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xii. **For Physical Education Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xiii. **For Health Teachers using a NYC performance assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xiv. **For Health Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xv. **For Health Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xvi. **For CTE Teachers using a NYC performance assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xvii. **For CTE Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xviii. **For CTE Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

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xix. **For Non-Regents High School Teachers using a NYC performance assessment or a State-approved 3rd party assessment selected by the Chancellor** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xx. **For Non-Regents High School Teachers using a school-wide, group, or team measure based on State assessments** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xxi. **For Non-Regents High School Teachers using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xxii. **For Grade 4 Science Teachers using the NYS Grade 4 Science assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xxiii. **For ESL or Bilingual Teacher** with 10 or more students who take the NYSESLAT, either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11 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: 3rd grade ELA and Math State assessment SLOs and NYSESLAT SLO).

xxiv. **For Teachers with students who take the NYSAA assessment** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xxv. **For all other teachers of any additional grades and subjects not included already in this Task using a NYC performance assessment ora State-approved 3rd party assessment selected by the Chancellor:** either 1) teachers will set individual student growth targets for all of the students on their class roster, or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

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** either 1) principals will propose a school-wide, group or team target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

xxvii. **For all other teachers of any additional grades and subjects not included already in this Task using linked measures** either 1) principals will propose a linked measures target or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

Task 2.11 HEDI Tables or
Graphics H: 85-100%
E: 55-84%
D: 30-54%
I: 0-29%

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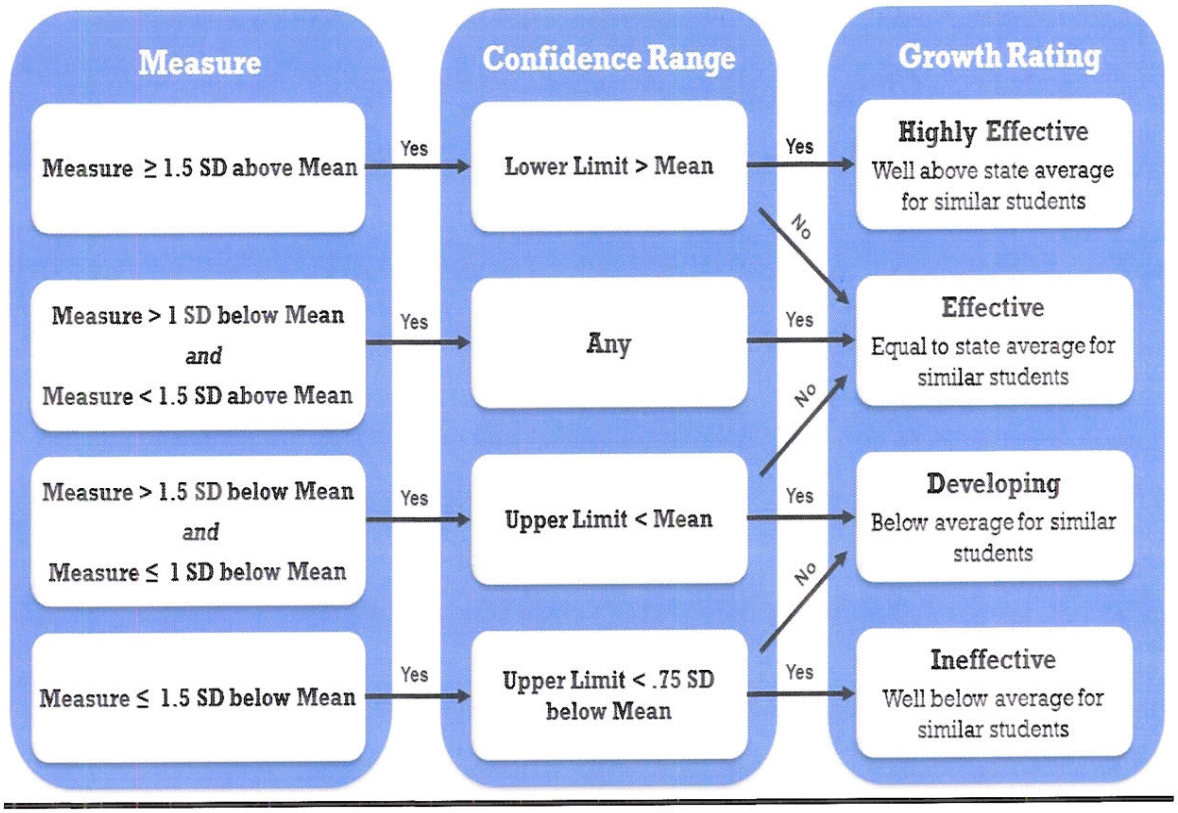
	HEDI Chart for Task 2.11 % of students school-wide meeting or exceeding individual growth target																				
	Highly Effective			Effective			Developing		Ineffective												
HEDI Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% Students Meeting Target	100-95	94-90	89-85	84-75	74-65	64-55	54-42	41-30	29-27	26-24	23-21	20-18	17-16	15-14	13-12	11-10	9-8	7-6	5-4	3-2	1-0

HEDI Chart for Task 2.11
NYCDOE-generated growth scores

Note: The below chart will be reviewed annually as described in Task 3. Following this review process, adjustments may be made to ensure fairness and comparability of the ratings.



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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 2014-2015 school year and thereafter, the principal must decide what measures will be used for the upcoming school year no later than ten (10) school days after the first day of school for students.. The recommendations of the school committee, and the decision of the principal, must use the following rules:

In all cases, the committee must decide if HEDI points for these measures will be awarded to a teacher using 1) a goal-setting (i.e., target-setting) process or 2) the NYCDOE will generate a growth score as described herein. HEDI points will be awarded to the teacher based on the uploaded charts in Task 2.11.

For all teachers of grades 4-8 ELA/Math who receive a State-provided growth score for the State Growth or Comparable Measures ("State Measures") subcomponent, the locally-selected subcomponent must use a NYC 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) 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) State assessments provided that a different measure is used than that used for the State Measures subcomponent (e.g., performance of lowest- performing students) as described herein; 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 based on any or all State, State-approved 3rd party, or NYC performance assessments used in the school building.
4) "linked measures". (For the 2014-15 school year and thereafter, the DOE shall create "linked measures" such that there is an option for each teacher to be evaluated based upon assessment results -- State assessments, state approved 3rd party assessments, and/or NYC Performance Assessments -- of students he/she teaches. Some or all assessments are not linked to courses the teacher teaches.)

For all other teachers who do not receive a State-provided growth score for the State 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) any NYC performance assessment that has been developed by August 1 for a grade/subject; and/or
(2) 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) State assessments, State-approved 3rd party assessments, or NYC performance assessments provided that a different measure is used than that used for the State Measures subcomponent (e.g., performance of lowest- performing students) as described herein
(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

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or (ii) a school-wide measure of student growth or achievement based on any or all State, State-approved 3rd party, or NYCDOE- developed performance assessments used in the school building.

(5) "linked measures"

Student achievement targets using a different measure than that used for the State Measures

If the school committee selects the same assessment but different group for the locally-selected subcomponent ("Local Measures), the following are allowable subgroups since the DOE is currently analyzing the performance of these groups of students: 1) English Language Learners, 2) students with disabilities, 3) the lowest-performing third of students, 4) overage/under-credited students, or 5) Black/Latino males (consistent with New York City's Expanded Success Initiative).

School committees shall consider, when selecting subgroups for the locally-selected subcomponent that the intent of having both the Local Measures subcomponent and the State Measures subcomponent is to have two different measures of student learning. Using subgroups for the Local Measures subcomponent, by nature of the fact that they are a subset of the overall population, will in many instances mean that the State Measures subcomponent and the Local Measures subcomponent are more similar to one another than if different assessments are used for the State Measures subcomponent and the Local Measures subcomponent. Therefore, subgroups should not be selected for teachers in some schools if the subgroup selected reflects the entire population of students the teacher serves (e.g., if a teacher only teaches English Language Learners, the Committee shall not select English Language Learners for their Local Measures subcomponent and all of their students for the same assessment on their State Measures subcomponent).

In the event that schools inadvertently select the same measures for the State Measures subcomponent and the Local Measures subcomponent, schools must correct (within 30 calendar days, excluding vacations of notice that said measures have been selected). Otherwise, the lowest third performing students will be used for the Local Measures subcomponent and the entire populations of students used for the State Measures subcomponent.

The Central MOSL Committee will revisit the list of allowable subgroups annually, taking into account feedback from educators. If the Central MOSL Committee cannot agree on new/different subgroups, the current list of subgroups will be used.

50% Rule

SED's "50% rule" shall not apply to the Local Measures subcomponent. School committees shall select the method that shall be used to determine which courses shall be included in a teacher's Local Measures subcomponent. In the 2014-15 school year and thereafter, the DOE will 1) state this rule, provide guidance for teachers of multiple courses, and describe the benefits and considerations of not following the 50% rule for the Local Measures subcomponent and 2) explain how to record and track the Local Measures subcomponent selections for individual teachers when the 50% rule is and is not used for the Local Measures subcomponent.

Process for setting student targets

In the event that a school uses the goal-setting option for the State Measures subcomponent or the Local Measures subcomponent, the process for setting student targets for the Local Measures subcomponent is the same as the process for setting student targets for the State Measures subcomponent. The only exception is school-wide measure of either student growth or achievement ("Group Measures"), not including "Linked Measures", for the Local Measures subcomponent. For Group Measures, the school committees will have the option of recommending for the Local Measures subcomponent that student targets are set either 1) following the process used for the State Measures subcomponent or 2) by the committee. If the school committee chooses to create the targets and the principal accepts the committee's recommendation, the committee must create these targets no later than November 15. Targets must be submitted using a format determined by the DOE. In the event that the school committee cannot agree on Group Measures targets for the Local Measures subcomponent, Group

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Measures targets will be determined following the process used for the State Growth Measures subcomponent and will require the principal's supervisor or the supervisor's designee to finalize targets by last day of school in December before winter break. This exception only pertains to assessments that are aligned to annual courses.

Committee Options
There is no limit on the number of measures that a school committee can recommend for a particular grade or subject.

School committees may recommend which baselines will be used for the Local Measures subcomponent from a menu of options created by the DOE. The only exceptions are instances where the same assessments are used for teachers in the same grades/subjects for the State Measures subcomponent. In these instances, the Principal shall select the baselines that will be used for the State Measures subcomponent and the Local Measures subcomponent.

School committees may recommend that for the Local Measures subcomponent, Group Measures and Linked Measures may be used with state-approved 3rd party assessments. The DOE shall create guidance that will include a description of which 3rd party assessments it can use to create growth models.

School committees may recommend that for the Local Measures subcomponent, Group Measures and Linked Measures may be used with NYC Performance Assessments. The DOE shall create guidance which will include a description of which NYC Performance Assessments it can use to create growth models, as well as the implications of selecting Group Measures with NYC Performance Assessments for scoring.

Central Committee
The DOE and UFT have established a Measures of Student Learning Central Committee consisting of an equal number of members selected by the DOE and the UFT (herein referred to as the "MOSL Central Committee"). The MOSL Central Committee was convened beginning on June 4, 2014 . The MOSL Central Committee shall explore additional assessment options for the 2014-15 school year, which could include state-approved 3rd party assessments or existing assessments (e.g., Fitnessgram, LOTE exams), and review and approval by the Chancellor, which would be offered as non-mandated options for the State Measures subcomponent and the Local Measures subcomponent. The MOSL Central Committee shall also examine the current range of options and discuss expanded options for the State Measures subcomponent and the Local Measures subcomponent including, but not limited to, subject-based assessments, the use of portfolios, project-based learning, and/or semi-annualized/term course assessments. The MOSL Central Committee will also examine potential changes to the Local Measures subcomponent default each school year. The MOSL Central Committee shall propose expanded options for the 2015-16 school year and thereafter. Expanded options proposed by the MOSL Central Committee shall be implemented for the 2015-2016 school year and thereafter subject to review and approval by the Chancellor. All MOSL options for the 2014-15 school year and thereafter shall be shared with the MOSL Central Committee. The MOSL Central Committee shall review all MOSL options to determine which options shall be proposed to the Chancellor for approval. If members of the MOSL Central Committee cannot agree which options should be proposed to the Chancellor, the MOSL Central Committee members that are in disagreement may submit in writing to the Chancellor their reasons for disagreement. The Chancellor shall have final decision-making authority.

Courses That Are Not Annualized
The following applies to both the Local Measures and State Measures subcomponents.

In the event that Measures of Student Learning (MOSL) assessment options do not include options for non-annualized courses: 1) in a school where each of the terms covers content where the second term builds on content from the first, the fall teacher shall administer the baseline and the spring teacher shall administer the post-test. Teachers from all terms will be held accountable for the students' results; or 2) in a school where the second term

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does not build on content from the first, these teachers shall be assigned Linked or Group Measures. (Note: The foregoing applies to semester, trimester, and cycle-based courses). Notwithstanding the foregoing, with respect to a teacher of a course leading to a January Regents, the post-test is the January Regents and a baseline shall be administered in the fall.

For Group and Linked Measures (as defined herein), if a student takes the same Regents exam in January and June, only the higher result will be used for State Measures subcomponent and the Local Measures subcomponent. For non-Group and Linked Measures, if a student takes the same Regents exam in January and June, and has the same teacher in the fall and spring, only the higher result will be used for State and Local Measures. If the student has different teachers in the fall and spring, the January Regents will be used for the fall teacher and the June Regents for the spring teacher.
Students will be equally weighted in a teacher's State Measures subcomponent and/or the Local Measures subcomponent score if they are in a teacher's course for the same length of time (regardless of whether they take the January or June Regents).

State Measures subcomponent and/or the Local Measures subcomponent selections for teachers of non-annualized courses, including the application of the 50% rule, shall be determined based upon the teachers' entire school year schedule. As subsequent term selections may not be known in the fall, teachers shall administer all applicable assessments for the grades/subjects they are teaching in the fall.

Growth Score Conversion Charts
For assessments where schools opt to use DOE-created growth scores for the State Measures subcomponent and the Local Measures subcomponent, including the Local Measures subcomponent default, the DOE shall create scoring charts that convert growth model scores into 0-20 points, taking into account confidence intervals. These charts must be shared and discussed with the MOSL Central Committee (as defined herein) annually. In addition, analyses will be conducted and shared with the MOSL Central Committee regarding the comparability of Individual, Group, and Linked Measures. If members of the MOSL Central Committee do not agree with any element of the growth model conversion charts and/or how they were created, the MOSL Central Committee members that are in disagreement may submit in writing to the Chancellor their reasons for disagreement.

The parties agree to convene a MOSL Technical Advisory Committee (the "MOSL TAC") consisting of one person designated by the DOE, one person designated by the UFT, and a person mutually-selected by the Parties. To ensure a meaningful and fair distribution of ratings, the MOSL TAC shall review the methodology and approach to the creation of growth models and their conversion charts and provide recommendations to the Chancellor. The Chancellor shall have final decision-making authority on the growth model conversion charts.

Default
Principals must choose to either accept all of a school committee's recommendations or none of the school committee's recommendations. If the principal does not accept the recommendations by ten (10) school days after the first day of school for students, then the default for the Local Measures subcomponent shall be a school-wide measure of student growth based on all assessments administered within the building for the State Measures subcomponent. HEDI points will be awarded to teachers following scoring Chart 1b/2b.The Chancellor must ensure that a measure different from that used in this subcomponent is used for the State Measures subcomponent.

The DOE and UFT shall annually review the default and discuss the possibility of altering the default. If agreement is not reached at the conclusion of each year, the default will be the same as that used in the 2014-15 school year.

If a school committee makes recommendations for the Local Measures subcomponent in only some grades/subjects, the principal may accept those recommendations and the Local Measures subcomponent

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default would apply for the grades and subjects for which there is no recommendation.

If the school committee recommends the default (or the principal does not accept the school committee's recommendations and therefore the default must be used), teachers must administer NYC Performance Assessments in grades 4-8 ELA and Math (if they are included in the DOE's menu of NYC Performance Assessments that are approved by the Commissioner annually). In the foregoing scenario, NYCDOE-generated growth scores will be used to calculate a teacher's score on the NYC Performance Assessments in grades 4-8 ELA and Math.

Scoring charts to be used for the locally-selected measure:

For teachers of grades 4-8 ELA and/or Math who received a State-provided growth score for their State Measures subcomponent, HEDI points for the Local Measures subcomponent will be awarded according to Chart 1a/1b below if the value-added model is not approved by the Board of Regents.

Chart 2a/2b shall apply if the value-added model is approved by the Board of Regents.

Chart 1a/1b shall apply for all other teachers.

Chart 1a - HEDI Chart for Task 3.13

% of students school-wide meeting or exceeding individual growth target

	Highly Effective			Effective			Developing		Ineffective												
HEDI Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% Students Meeting Target	100-95	94-90	89-85	84-75	74-65	64-55	54-42	41-30	29-27	26-24	23-21	20-18	17-16	15-14	13-12	11-10	9-8	7-6	5-4	3-2	1-0

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Chart 1b - HEDI Chart for Task 3.13
NYCDOE-generated growth scores

Note: The below chart will be reviewed annually as described herein. Following this review process, adjustments may be made to ensure fairness and comparability of the ratings.

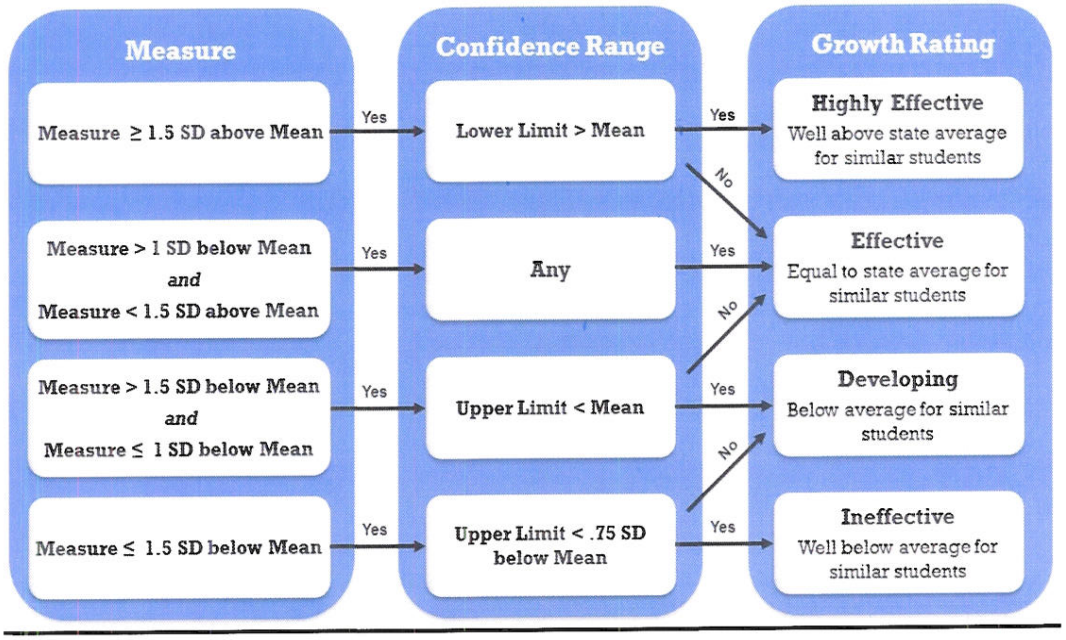

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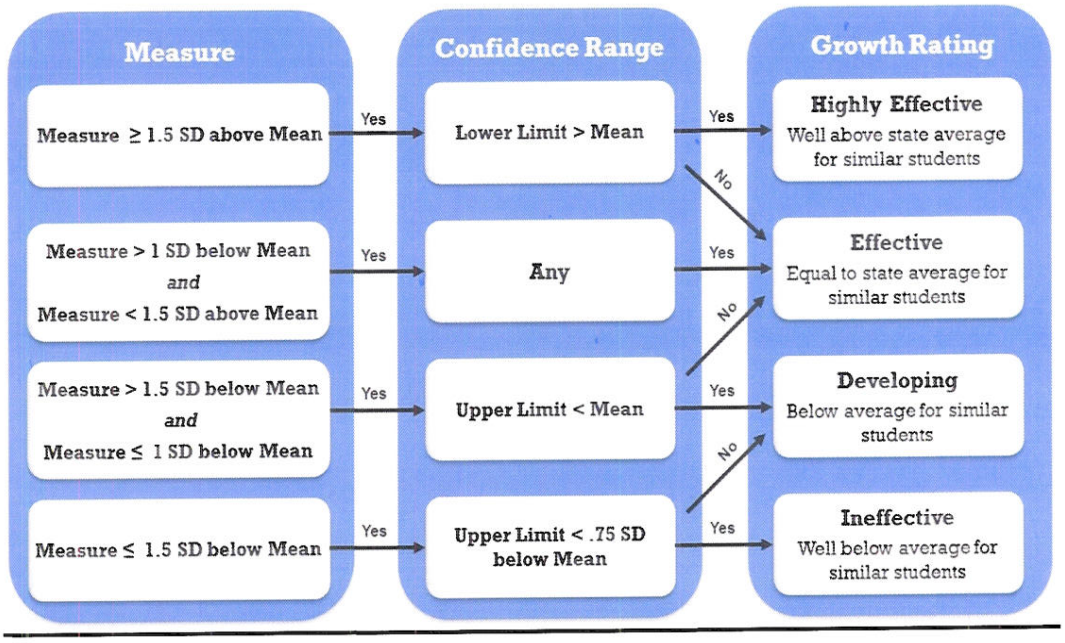
	Chart 2a - HEDI Chart for Task 3.13															
	% of students school-wide meeting or exceeding individual growth target															
	Highly Effective		Effective		Developing		Ineffective									
HEDI Points	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% Students Meeting Target	100-93	92-85	84-70	69-55	54-42	41-30	29-27	26-24	23-21	20-18	17-15	14-12	11-9	8-6	5-3	2-0

Chart 2b - HEDI Chart for Task 3.13
NYCDOE-generated growth scores

Note: The below chart will be reviewed annually as described herein. Following this review process, adjustments may be made to ensure fairness and comparability of the ratings.



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TASK 4 - OTHER MEASURES OF EFFECTIVENESS (TEACHERS)

4.1.Teacher Practice Rubric

New York City Measures of Teacher Practice Rubric

4.2.Points Within Other Measures of Effectiveness

60 points- For all K-2 Teachers and for all Teachers grades 3-12, 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 2015-2016)

4.3.Survey Tools (Teachers 3-12 Only, beginning in 2015-2016)

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 (All Can Be Unannounced, minimum of 3, minimum of 1 must be unannounced)

Option 2
6 Informal/Short (All Can Be Unannounced, minimum of 6, minimum of 1 must be unannounced)

Option 3 (Teachers who have received "Highly Effective" as their final overall APPR rating in the previous year only)
3 Informal/Short (All Can Be Unannounced, minimum of 3, minimum of 1 must be unannounced)
3 Classroom Visits (max of 3 unless teacher consents to additional)

4.7.All Options: done in person and/or video (if authorized by the teacher)
Observations of Tenured Teachers

Option 1
1 Formal/Long (Announced)
3 Informal/Short (All Can Be Unannounced, minimum of 3, minimum of 1 must be unannounced)

Option 2
6 Informal/Short (All Can Be All Unannounced, minimum of 6, minimum of 1 must be unannounced)

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Option 3 (Teachers who have received "Highly Effective" as their final overall APPR rating in the previous year only)
3 Informal/Short (All Can Be All Unannounced, minimum of 3, minimum of 1 must be unannounced)
3 Classroom Visits (max of 3 unless teacher consents to additional)

All Options: done in person and/or video (if authorized by the teacher)

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TASK 4

Overview Summary

The entire Danielson's *Framework for Teaching* (2013 Revised Edition) shall be used for formative purposes. Evaluators will rate teachers for evaluative purposes on the New York City Measures of Teacher Practice Rubric (NYC MOTP Rubric), a variance of the Danielson *Framework for Teaching* (2013), consisting of eight components of the *Framework* to determine a teacher's score on the Other Measures of Effectiveness subcomponent: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), 3(d), and 4(e). These eight (8) components shall be referred to herein as the "NYC MOTP Rubric." The NYC MOTP Rubric addresses all seven NYS Teaching Standards and shall be reviewed annually by the evaluator. The NYC MOTP Rubric 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 conference, the principal has not collected evidence on any of the 8 components of the NYC MOTP Rubric, the principal must conduct additional observations to ensure that all components of the NYC MOTP 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, subject to any appeal right under Education Law §3012-c and applicable collective bargaining agreements, 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.

Teachers will be assigned a final overall Other Measures of Effectiveness HEDI score from 0-60 points based on multiple classroom observations using the NYC MOTP Rubric. Additionally, beginning in school year 2015-2016 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 2015-2016 teachers of grades 3-12 will have 92% of their total 60 overall Other Measures of Effectiveness HEDI score points derived from multiple classroom observations as described herein. The remaining 8% 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.

As discussed herein, for the 2014-2015 school year, 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 and 2014-2015 school year. This will provide for an opportunity to pilot at scale and evaluate the use of student surveys.

I. OBSERVATIONS OVERVIEW

Teachers will have a choice based on the three 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.

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The three options for teachers to select from for their observations will include the following: formal announced classroom observations (formal) and/or 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 evaluator shall use the Evaluator Form (attached and defined herein) For informal observations, the evaluator shall provide feedback within fifteen (15) school days of the observation to the teacher through an in-person conversation, in writing, via email or through any other form of communication." Feedback must be evidence-based and aligned to the NYC MOTP Rubric. In addition, for informal and formal observations, the evaluation forms must be provided to the teacher and placed in his/her file within 45 school days of the observation. A teacher's absences shall not count toward the 45-day time frame. From the time an observation (formal or informal, as defined herein) is conducted until the time the teacher receives the Evaluator Form for that observation, only one (1) additional evaluative observation (formal or informal) may be conducted.

In accordance with the collective bargaining agreement and, to the extent permitted under the law, for evaluative purposes, no more than one (1) evaluator (as defined herein) and two (2) school-based observers (i.e., the Superintendent or Assistant Superintendent or trained administrator of the teacher's school) may be present during a formal or informal observation. The evaluator shall be solely responsible for the Evaluator Form. In extraordinary circumstances, only one (1) of the two (2) observers described herein may be an observer from outside of the school. The outside observer may only be either a Network Leader or Deputy Network Leader (or its functional equivalent).

For formative purposes, no more than four (4) observers (either school-based or from outside of the school) may be present in a classroom. Additional observers may be present in teacher's classroom with the teacher's consent. The visits described in this paragraph shall not be considered when scoring the Measures of Teacher Practice 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.

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Observation Option 3:

Teachers who have received "Highly Effective" as their final overall APPR rating in the previous year may choose Option 3. Option 3 consists of a minimum of three (3) informal observations that are used for evaluative purposes. Option 3 is subject to the same procedures and scoring rules as Options 1 and 2. A teacher that chooses Option 3 shall make his/her classroom available for three (3) classroom visits by a colleague per school year. The classroom visits described herein shall not be used for any evaluative purpose. Any additional classroom visits by colleagues shall only be with the consent of the teacher selecting Option 3. The date and time of such visits shall be scheduled jointly by the teacher selecting Option 3 and the principal. If there is an appeal pending during the observation option selection period and a teacher is later rated Highly Effective as a result of this appeal and would like to select Observation Option 3, the teacher will have ten (10) school days from the result of the appeal to notify their principal of their updated observation choice. The informal observations completed prior to the selection of Observation Option 3 will count toward the minimum number of evaluative observations required in Observation Option 3. Any formal observations completed prior to the selection of Observation Option 3 shall not be used for any evaluative purpose.

II. OBSERVATION OPTIONS 1, 2 and 3

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 Measures of Teacher Practice (MOTP) 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.

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 conference to discuss the lesson focus, activities, and expectations prior to the formal announced classroom observation being performed. 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

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observation.

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. Therefore, at the initial planning conference, a teacher may elect to also have a pre-observation conference to discuss the lesson focus, activities, and expectations prior to the formal announced classroom observation being performed. 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.

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. 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, the evaluator will take and maintain all relevant notes and communications between the evaluator and 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 NYC MOTP Rubric components outlined in the Evaluator Form 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

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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. Evaluators must be present when classroom observations are videotaped, unless the teacher and evaluator agree that the evaluator does not need to be present. If a teacher chooses to have his/her observations videotaped he/she shall select among the following options: (a) the evaluator will choose what observations, if any, will be videotaped; or (b) the evaluator shall videotape the observations in the following manner: (i) if the teacher selected Option 1, the formal observation shall be videotaped; (ii) if the teacher selected Option 2, two (2) of the informal observations shall be videotaped (at the evaluator's option); or (iii) if the teacher selected Option 3, one (1) of the informal observations shall be videotaped (at the evaluator's option). 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 NYC MOTP Rubric 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 NYC MOTP 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.

The formal observation shall be memorialized in the Evaluator Form. All components of the NYC MOTP Rubric shall be rated for which there is observed evidence. An evaluator may assess a teacher's preparation and professionalism only if the evaluator's conclusions are based on observable evidence pertaining to components 1a, 1e, and/or 4e of the NYC MOTP Rubric during an observation or if the evaluator observes evidence for these components during the fifteen (15) school days immediately preceding a classroom observation. An evaluator shall not include or consider evidence regarding the preparation and professionalism on an evaluator form if such evidence (or conduct) is also contained in a disciplinary letter to the teacher's file, unless the evidence was directly observed by the evaluator during a classroom observation (in which case the evidence may be on both an evaluator form and in a disciplinary letter). Evidence not related to components 1a, 1e, and/or 4e, or directly observed by the evaluator in the fifteen (15) school day period immediately preceding a classroom observation shall not be considered in a teacher's evaluation.

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;

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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, the evaluator shall provide feedback to the teacher through an in-person conversation, in writing, via email or through any other form of communication within fifteen (15) school days of the observation. Feedback must be evidence-based and aligned to the NYC MOTP Rubric. In addition, for informal observations, the Evaluator Form must be provided to the teacher and placed in the file within 45 school days of the observation. A teacher's absences shall not count toward the 45-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. 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.

The informal observation shall be memorialized in the Evaluator Form. All components of the NYC MOTP Rubric shall be rated for which there is observed evidence. An evaluator may assess a teacher's preparation and professionalism only if the evaluator's conclusions are based on observable evidence pertaining to components 1a, 1e, and/or 4e of the NYC MOTP Rubric during an observation or if the evaluator observes evidence for these components during the fifteen (15) school days immediately preceding a classroom observation. An evaluator shall not include or consider evidence regarding the preparation and professionalism on an evaluator form if such evidence (or conduct) is also contained in a disciplinary letter to the teacher's file, unless the evidence was directly observed by the evaluator during a classroom observation (in which case the evidence may be on both an evaluator form and in a disciplinary letter). Evidence not related to components 1a, 1e, and/or 4e, or directly observed by the evaluator in the fifteen (15) school day period immediately preceding a classroom observation shall not be considered in a teacher's evaluation.

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 MOTP 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.

For teachers who choose option 2, 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).

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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. For informal observations, the evaluator shall provide feedback within fifteen school days of the observation to the teacher through an in-person conversation, in writing, via email or through any other form of communication. Feedback must be evidence-based and aligned to the NYC MOTP Rubric. In addition, for informal observations, the Evaluator Form must be provided to the teacher and placed in the file within 45 school days of the observation. A teacher's absences shall not count toward the 45 -day time frame."

The informal observations will consist of an evaluator observing a class for a minimum of 15 minutes using Evaluator Form. 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.

The informal observation shall be memorialized in the Evaluator Form. All components of the NYC MOTP Rubric shall be rated for which there is observed evidence. An evaluator may assess a teacher's preparation and professionalism only if the evaluator's conclusions are based on observable evidence pertaining to components 1a, 1e, and/or 4e of the NYC MOTP Rubric during an observation or if the evaluator observes evidence for these components during the fifteen (15) school days immediately preceding a classroom observation. An evaluator shall not include or consider evidence regarding the preparation and professionalism on an evaluator form if such evidence (or conduct) is also contained in a disciplinary letter to the teacher's file, unless the evidence was directly observed by the evaluator during a classroom observation (in which case the evidence may be on both an evaluator form and in a disciplinary letter). Evidence not related to components 1a, 1e, and/or 4e, or directly observed by the evaluator in the fifteen (15) school day period immediately preceding a classroom observation shall not be considered in a teacher's evaluation.

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. Evaluators must be present when classroom observations are videotaped, unless the teacher and evaluator agree that the evaluator does not need to be present. If a teacher chooses to have his/her observations videotaped he/she shall select among the following options: (a) the evaluator will choose what observations, if any, will be videotaped; or (b) the evaluator shall videotape the observations in the following manner: (i) if the teacher selected Option 1, the formal observation shall be videotaped; (ii) if the teacher selected Option 2, two (2) of the informal observations shall be videotaped (at the evaluator's option); or (iii) if the teacher selected Option 3, one (1) of the informal observations shall be videotaped (at the evaluator's option). The teacher shall be provided with an unedited

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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 NYC MOTP Rubric 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.

OBSERVATION OPTION 3

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 have received "Highly Effective" as their final overall APPR rating in the previous year may elect to use observation option 3 on their MOTP 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 3 informal/short unannounced classroom observations lasting a minimum of 15 minutes each.

A teacher that chooses option 3 shall make his/her classroom available for three (3) classroom visits by a colleague per school year. The classroom visits described herein shall not be used for any evaluative purpose.

For teachers who choose option 3, 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 3, a minimum of three informal/short unannounced classroom observations will be performed throughout the school year. The informal/short unannounced classroom observations conducted through observation option 3 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. For informal observations, the evaluator shall provide feedback within fifteen school days of the observation to the teacher through an in-person conversation, in writing, via email or through any other form of communication. Feedback must be evidence-based and aligned to the NYC MOTP Rubric. In addition, for informal observations, the Evaluator Form must be provided to the teacher and placed in the file within 45 school days of the observation. A teacher's absences shall not count toward the 45 -day time frame."

The informal observations will consist of an evaluator observing a class for a minimum of 15 minutes using Evaluator Form. The evaluator shall have the sole discretion as to how many informal/short unannounced

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classroom observations will be performed throughout the year, however in no case will a teacher who chooses observation option 3 receive less than three 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.

The informal observation shall be memorialized in the Evaluator Form. All components of the NYC MOTP Rubric shall be rated for which there is observed evidence. An evaluator may assess a teacher's preparation and professionalism only if the evaluator's conclusions are based on observable evidence pertaining to components 1a, 1e, and/or 4e of the NYC MOTP Rubric during an observation or if the evaluator observes evidence for these components during the fifteen (15) school days immediately preceding a classroom observation. An evaluator shall not include or consider evidence regarding the preparation and professionalism on an evaluator form if such evidence (or conduct) is also contained in a disciplinary letter to the teacher's file, unless the evidence was directly observed by the evaluator during a classroom observation (in which case the evidence may be on both an evaluator form and in a disciplinary letter). Evidence not related to components 1a, 1e, and/or 4e, or directly observed by the evaluator in the fifteen (15) school day period immediately preceding a classroom observation shall not be considered in a teacher's evaluation.

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. Evaluators must be present when classroom observations are videotaped, unless the teacher and evaluator agree that the evaluator does not need to be present. If a teacher chooses to have his/her observations videotaped he/she shall select among the following options: (a) the evaluator will choose what observations, if any, will be videotaped; or (b) the evaluator shall videotape the observations in the following manner: (i) if the teacher selected Option 1, the formal observation shall be videotaped; (ii) if the teacher selected Option 2, two (2) of the informal observations shall be videotaped (at the evaluator's option); or (iii) if the teacher selected Option 3, one (1) of the informal observations shall be videotaped (at the evaluator's option). 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 NYC MOTP Rubric 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.

Observation Option 3:

Teachers who have received "Highly Effective" as their final overall APPR rating in the previous year may choose Option 3. Option 3 consists of a minimum of three (3) informal observations that are used for evaluative purposes. Option 3 is subject to the same procedures and scoring rules as Options 1 and 2. A teacher that chooses Option 3 shall make his/her classroom available for three (3) classroom visits by a colleague per school year. The classroom visits described herein shall not be used for any evaluative purpose. Any additional classroom visits by colleagues shall only be with the consent of the teacher selecting Option 3. The date and time of such visits shall be scheduled jointly by the teacher selecting Option 3 and the principal.

III. INITIAL PLANNING CONFERENCE OVERVIEW

An initial planning conference ("IPC") 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

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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 NYC MOTP Rubric 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. Teachers shall have the sole discretion of setting professional goals as part of the IPC. 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 Option 1, 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 conference conducted simultaneously to discuss the lesson focus, activities, and expectations prior to the formal announced classroom observation being performed. 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.

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 subject to the below (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
- **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 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.

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IV. TRIPOD STUDENT PERCEPTION SURVEYS
(Mandatory for teachers of grades 3-12)

OVERVIEW

The NYCDOE shall pilot student surveys during the 2013-2014 at mutually agreed upon schools and in all schools during the 2014-2015 school year. During the pilot, student surveys shall not be used for evaluative purposes. At the conclusion of each pilot year, the NYCDOE and UFT shall meet to discuss the results of the pilot and discuss the possibility of continuing/discontinuing the pilot and use of the surveys for evaluative purposes. If agreement is not reached at the conclusion of each pilot year, the student surveys shall be used for non-evaluative purposes in the 2014-2015 school year and, according to this section, for evaluative purposes starting in the 2015-16 school year and thereafter. The implementation and scoring of the student surveys in 2015-16 and thereafter shall be consistent with this APPR Plan.

For the purposes of administering the Tripod Student Perception Survey for evaluative purposes, the process set forth in this section shall apply.

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

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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 2015-2016 school year.

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Aggregate Seven Cs rating	*100%-90%*	*89%- 75%*	*74% - 60%*	*59% - 40%*	*39% - 20%*	*19% - 0%*
Student Survey Score	4	3.4	2.8	2.2	1.6	1

V. Scoring Process Summary

For all formal and informal observations, all components of the NYC MOTP Rubric shall be rated for which there is observed evidence. At the end of the school year, Overall Component Scores shall be created for each of the eight (8) components. The Overall Component Scores shall be the average of each rated component from the observations and/or assessments of a teacher's preparation and professionalism.

An Overall Rubric Score will then be calculated by taking the weighted average of the Overall Component Scores, using the following weightings: 1a (5%), 1e (5%), 2a (17%), 2d (17%), 3b (17%), 3c (17%), 3d (17%), 4e (5%).

Formal and informal observations (as defined by the Commissioner's Decision) shall not receive average observation ratings. Formal and informal observations (as defined by the Commissioner's Decision) will not be afforded different weights.

The Overall Rubric Score, which is on a scale of 1-4, shall be the basis for the 60 points of the Measures of Teaching Practice subcomponent, unless the student surveys are used for evaluative purposes. The resulting Overall Rubric Score will then be converted to 0-60 points using the Other Measures of Effectiveness Conversion Chart.

If student surveys are used for evaluative purposes, the Overall Rubric Score shall count for 92% of the 60 points of the Measures of Teaching Practice subcomponent score. To do this, the Overall Rubric Score (on a scale of 1-4) will by multiplied by 0.92. The Student Survey Score (on a scale from 1-4) will be multiplied by 0.08. The resulting products will be added together to obtain an overall 1-4 rating. The resulting rating will then be converted to 0-60 points using the Other Measures of Effectiveness Conversion Chart. The implementation and scoring of the student surveys in 2015-16 and thereafter shall be consistent with the Commissioner's Decision.

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APPENDIX

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Department of Education
Carmen Fariña, Chancellor

MEASURES OF TEACHER PRACTICE
OBSERVATION OPTION SELECTION FORM

Teacher Name: _____ **Teacher ID:** _____

School Year: _____ **School Name/DBN:** _____

OBSERVATION OPTION: (check one)

☐ **Option 1:**
Formal Observation (minimum of 1)
Informal Observations (minimum of 3)

☐ **Option 2:**
Informal observations (minimum of 6)

☐ **Option 3:** Informal Observations (minimum of 3)
Classroom Visits (max of 3 unless teacher consents to additional)
Only teachers who are rated Highly Effective in the prior school year may select Option 3.

CONSENT TO HAVE OBSERVATION(S) VIDEOTAPED: (check one)

☐	**For all observation options:** Evaluator may choose which observations, if any, to videotape
☐	Formal Classroom Observation ONLY (if Observation Option 1) **or** two (2) Informal Classroom Observations ONLY (if Observation Option 2) **or** one (1) Informal Classroom Observation ONLY (if Observation Option 3)
☐	**DO NOT CONSENT TO VIDEOTAPE EVALUATIVE CLASSROOM OBSERVATIONS**

Teacher's signature: _____ **Date**_____
(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Evaluator's name (print): _____

Evaluator's signature: _____ **Date**_____

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Department of Education
Carmen Fariña, Chancellor

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)

EVALUATOR FORM

Teacher Name: _____ **Teacher ID:** _____

School Year: _____ **School Name/DBN:** _____

CLASSROOM OBSERVATION:

In each observation, all components for which there is observed evidence must be rated. Each form must contain lesson-specific evidence for each of the components observed during a classroom observation.

This observation was: (check one)

☐ **Formal Observation (full period)** ☐ **Informal Observation (15 minute minimum)**

Date of Observation: _____ **Time/Period:** _____

Component	Ineffective	Developing	Effective	Highly Effective	Not Applicable
1a: Demonstrating knowledge of content & pedagogy	1	2	3	4	N/A
1e: Designing coherent instruction	1	2	3	4	N/A
2a: Creating an environment of respect and rapport	1	2	3	4	N/A
2d: Managing student behavior	1	2	3	4	N/A
3b: Using questioning and discussion techniques	1	2	3	4	N/A
3c: Engaging students in learning	1	2	3	4	N/A
3d: Using assessment in instruction	1	2	3	4	N/A
4e: Growing and developing professionally	1	2	3	4	N/A

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ASSESSMENT OF PREPARATION AND PROFESSIONALISM:

In this section of the form, evaluators should rate evidence for components 1a, 1e, and 4e that was observed within fifteen (15) school days prior to the classroom observation as part of an assessment of a teacher's preparation and professionalism. Each form must contain teacher-specific evidence for each of the components observed.

Component	**Ineffective**	**Developing**	**Effective**	**Highly Effective**	**Not Applicable**
1a: Demonstrating knowledge of content & pedagogy	1	2	3	4	N/A
1e: Designing coherent instruction	1	2	3	4	N/A
4e: Growing and developing professionally	1	2	3	4	N/A

Additional Evaluator Notes (please attach more pages, as necessary):

Teacher's signature: _____ **Date**_____

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Evaluator's name (print): _____

Evaluator's signature: _____ **Date**_____

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Department of Education
Carmen Fariña, Chancellor

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)
OVERALL RATING

Teacher Name: _____ **Teacher ID:** _____

School Year: _____ **School Name/DBN:** _____

OVERALL AND SUBCOMPONENT RATINGS:

The overall APPR rating is based on the sum of three subcomponent scores: Measures of Teacher Practice (60%),
State Measures (20%), and Local Measures (20%).

Measures of Teacher Practice	State Measures	Local Measures	Overall Rating
0 - 60 points: _____	0 - 20 points: _____	0 -20 points: _____	0 - 100 points: _____
HEDI Rating	HEDI Rating	HEDI Rating	HEDI Rating
			Safety Net Result: _____

For more information about rating calculations, including safety net calculations, please see the 2013-14 *Advance* Overall Ratings Guide for Educators.
(If the HEDI Rating in the *Overall Rating* section is followed by an asterisk, please see Appendix A of the above document for more information about how the Overall Rating is determined.)

Teacher's signature: _____ **Date**_____
(I have read and received a copy of the above and understand that a copy will be placed in my file.)

Evaluator's name (print): _____

Evaluator's signature: _____ **Date**_____

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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)," shall refer to the entire Danielson *Framework for Teaching* (2013 Revised Edition) rubric utilized in assessing teacher performance for formative purposes. The term "New York City Measures of Teacher Practice Rubric (NYC MOTP Rubric)" (a Rubric Variance) shall refer to the following eight (8) components of the *Framework* that shall be used for evaluating teacher performance to determine a teacher's score on the Other Measures of Effectiveness subcomponent: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), 3(d), and 4(e).

E. 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.

F. The "initial planning conference" ("IPC") 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, subject to the timelines herein. The purpose of the initial planning conference is to outline a plan in which the teacher will be evaluated throughout the school year. 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 Evaluator Form and address any questions and/or concerns the teacher may have. Teachers shall have the sole discretion of setting professional goals as part of the IPC.

G. 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, as set forth herein. 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 conducted throughout the year. The use of the NYC MOTP 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.

H. 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

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a teacher consisting of a pre-observation conference, formal announced classroom observation, and a post-observation conference between the evaluator and teacher.

I. 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.

J. 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

K. The "Post-Observation Conference" shall be defined as a meeting between the teacher and evaluator to discuss any evidence obtained during the formal announced classroom observation using a d ialogue which incorporates the NYC MOTP 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.

L. 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 Evaluator Form for each informal/short unannounced classroom observation.

M. The "Evaluator Form" shall refer to the Evaluator Form that will allow evaluators to rate all NYC MOTP Rubric components observed during a classroom observation as well as (for components 1a, 1e, and 4e only, as discussed herein) observed within fifteen (15) school days prior to the classroom observation as part of an assessment of a teacher's preparation and professionalism. Each Evaluator Form shall contain lesson-specific evidence for each component observed during a classroom observation and teacher-specific evidence for each component observed as part of an assessment of a teacher's preparation and professionalism. The Evaluator Form must be placed in the teacher's file in accordance with the collective bargaining agreement no later than forty-five (45) school days following the observation. A teacher's absences shall not count toward the 45-day time frame. It must also 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 Evaluator Form 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.

N. The MOTP Rating Form (attached) 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.

O. 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 "Evaluator Form" will be deemed low-inference notes. Low-inference notes are the sole property of the

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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.

P. For informal observations, the evaluator shall provide feedback within 15 school days of the observation to the teacher through an in-person conversation, in writing, via email or through any other form of communication. In addition, for informal observations, the Evaluator Form shall be provided to the teacher and placed in the file within 45 school days of the observation. A teacher's absences shall not count toward the 45-day time frame.

Q. 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 2013-2014 and 2014-2015 school years, 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.

R. 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.

S. 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.

T. 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 evidence have been evaluated and scored by the evaluator(s). The overall 0-60 Other Measures of Effectiveness HEDI score shall be calculated using the MOTP Rating Form attached.

U. 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 of the NYC MOTP Rubric. 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. Teachers will receive their overall APPR HEDI rating using the APPR Rating Form attached.

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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.

Commissioner Imposed Cut Scores				
Where there is no Approved Value-Added Measure of Student Growth	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
	20	20	60	
Ineffective	0-12	0-12	0-38	0-64
Developing	13-14	13-14	39-44	65-74
Effective	15-17	15-17	45-54	75-90
Highly Effective	18-20	18-20	55-60	91-100

Commissioner Imposed Cut Scores				
Where there is an Approved Value-Added Measure of Student Growth	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
	25	15	60	
Ineffective	0-15	0-9	0-38	0-64
Developing	16-18	10-11	39-44	65-74
Effective	19-22	12-13	45-54	75-90
Highly Effective	23-25	14-15	55-60	91-100

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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.

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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

Teacher Improvement Plan

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.

The appeals procedures have been collectively bargained pursuant to §3012-c(5-a)(o). All appeals will be timely and expeditious pursuant to §3012-c(5). The parties entire appeals procedures are not submitted as part of this APPR plan, to the extent that such procedures are not necessary for review under 3012-c(5). 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,

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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

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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.

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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:** _____

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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