



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

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April 13, 2021

**APPR Plan - Variance**

Meisha Porter, Chancellor  
New York City Department of Education  
Tweed Courthouse  
52 Chamber Street  
New York, NY 10007

Dear Chancellor Porter:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan variance application meets the criteria outlined in section 30-3.16 of the Rules of the Board of Regents and has been approved. As a reminder, we are relying on the information you provided in your variance application, including the narrative descriptions, certifications, and assurances that are included in the application. During the approved term of this variance, your LEA will implement the variance along with all other remaining provisions of your approved APPR plan. If any material changes are made to your approved plan and/or the terms of your approved variance, your LEA must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers' or principals' overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

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 school leader to support their professional growth, and every student achieves success.

Thank you again for your hard work.

Sincerely,

Betty A. Rosa  
Commissioner

Attachment

NOTE:

Only documents that are incorporated by reference in your APPR variance application have been reviewed and are considered as part of your approved APPR variance application; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR variance application but are not incorporated by reference have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan or variance and/or require corrective action.

Pursuant to section 30-3.16 of the Rules of the Board of Regents, please note that an LEA with an approved variance shall provide to the Department, upon its request, any documentation related to the implementation and efficacy of the approach proposed in the variance, including but not limited to: reports on the correlation in assigned ratings for different measures of the LEA's evaluation system and differentiation among educators within each subcomponent and category of the evaluation system

Your variance is approved for the 2020-21 school year. Because you requested this variance to address issues related to COVID-19, the approval of this variance for any future school years (up to a three school year period) is contingent on the continuation of the current COVID-19 pandemic notwithstanding your request for this variance to apply in future school years. Upon expiration of state-imposed restrictions or emergency measures related to the pandemic, or abatement of the pandemic, it is expected that your variance will no longer be required. As such, SED may withdraw its approval of this variance for any subsequent school years or may require a separate application or other documentation for continuation of the variance in future school years. Upon expiration of the approved term of your variance, you must implement the terms of your current APPR plan as approved by the Commissioner.

**Annual Professional Performance Review - Variance, Education Law §3012-d**Task 1. General Information - General Information

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Page Last Modified: 02/02/2021

**Annual Professional Performance Review Variance (Education Law 3012-d)**

For guidance related to the Annual Professional Performance Review variance, see NYSED APPR Guidance.

At its October 2019 meeting, the Board of Regents amended sections 30-3 of the Rules of the Board of Regents to allow LEAs to apply for a variance from Annual Professional Performance Review (APPR) plan requirements to permit them to develop and implement new and innovative approaches to evaluation that meet the specific needs of the LEA, upon a finding by the Commissioner that the new and innovative approach demonstrates how it will ensure differentiated results over time and how the results of the evaluation will be used to provide personalized professional learning opportunities to teachers and principals, while complying with the requirements of Education Law §3012-d.

In instances where a variance is approved, the term(s) described in the approved variance will replace the related sections of the LEA's currently approved APPR plan. However, please note that all other terms as are present in the LEA's currently approved plan will remain in effect and must be implemented without modification.

Once a variance is approved by the Department, it shall be considered part of the LEA's APPR plan during the approved term of the variance. **In any instance in which there is an approved variance and such variance contains information that conflicts with the information provided in the approved Education Law §3012-d APPR plan, the provisions of the approved variance will apply during the approved term of the variance.**

**Variance Application Timeline**

**Variance applications must be approved by the Department by December 1 of a school year to be implemented in that school year.**

*Submission by November 1* is suggested to allow time for review, revision and approval in order to meet the approval deadline for implementation in the same school year.

**Absent a finding by the Commissioner of extraordinary circumstances, a variance application approved after December 1 of a school year will not be implemented until the following school year.**

For more information regarding the variance approval deadline, including a possible extension, please contact [APPRVariance@nysed.gov](mailto:APPRVariance@nysed.gov).

**Variance Assurances****Please check all of the boxes below**

- Assure that the contents of this form are in compliance with Education Law Section 3012-d.
- Assure that a detailed version of the LEA's variance is kept on file and that a copy of such variance will be provided to the Department upon request for review of compliance with Education Law Section 3012-d.
- Assure that this variance will be posted on the LEA's website, in addition to its current full APPR plan, no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall occur later.
- Assure that it is understood that this LEA's variance will be posted in its entirety on the NYSED website\* following approval.

**Teacher Variance****Please check the appropriate box below.**

- Assure that any task not included in the following variance request(s) for teachers will be carried out in the manner described in the currently approved APPR plan.

**Principal Variance**

**Education Law §3012-d requires that the principal evaluation system be aligned to the requirements for teacher evaluation. Therefore, when completing a variance request for the evaluation of principals, the processes identified must be aligned to such requirements.**

**Please check the appropriate box below.**

- Assure that any requested variance for principal evaluation is aligned to the requirements for teacher evaluation provided in Education Law Section 3012-d and that any task not included in the following variance request(s) for principals will be carried out in the manner described in the currently approved APPR plan.

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 2. TEACHERS: Required Student Performance - Variance Request**

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Page Last Modified: 02/02/2021

**Required Student Performance Subcomponent**

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance.

**100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.**

Education Law §3012-d requires that each teacher have a Student Learning Objective (SLO) consistent with a goal-setting process based on appropriate growth targets. The process must include, at a minimum, the following elements:

A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components),

Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance),

A method for converting student results to a score on a scale from 0-20,

A scale for conversion of the score of 0 to 20 to a HEDI rating.

*This requirement currently approved APPR plan will apply.*

*must be met through*

**Variance Request**

**LEAs may use this variance application to develop an SLO process for a teacher or group of teachers that differs from the process described in the Commissioner's regulations.**

*Any teachers not covered by this variance request*

**Please make the appropriate selection below.**

- A variance is not requested for the required student performance subcomponent for teachers.
- The details of the variance request for the required student performance subcomponent for teachers is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 2. TEACHERS: Required Student Performance - Applicability

Page Last Modified: 02/10/2021

**Applicable Teachers**

Please indicate all teachers to whom this required student performance variance request applies.

**Core Teachers**

Use the table below to list the core teachers this required student performance variance request is applicable to (teachers of other courses should be listed in the subsequent section).

	All Core Teachers in LEA	Common Branch / Uniform Departmentalized	ELA	Math	Science	Social Studies
Courses	<input checked="" type="checkbox"/> All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses, as applicable to LEA) [if this option is selected, please do not make selections in subsequent columns]					

**Other Teachers**

Teachers of other courses included in this required student performance variance request are listed in the table below.

Fill in the following for all other teachers in additional grades/subjects that are included in this required student performance variance request:

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject
All Other Courses	K	12	All courses not named above
K-3 Art	K	3	Art
Grades 9-12 English Electives	9	12	English Electives

Click "Add Row" to add additional courses. Only list additional courses if they are included in this required student performance variance request.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 2. TEACHERS: Required Student Performance - Applicability

Page Last Modified: 02/10/2021

Grade From	Grade To	Subject
K	12	All courses not named above

**Applicable Areas**

A variance may be requested for the following areas of the required student performance subcomponent:

- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components)
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance)
- A method for converting student results to a score on a scale from 0-20\*
- A scale for conversion of the score of 0 to 20 to a HEDI rating\*

**Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.**

- Measures of student growth
- Evidence of student learning

\*Only select "Conversion to a 20-point score" or "HEDI ranges"

Highly Effective			Effective			Developing		Ineffective													
								1	1	1	9	8	7	6	5	4	3	2	1	0	
20	19	18	17	16	15	14	13	5	4	4	3	3	2	2	2	1	1	9			
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	5	9	4	9	4	9	5	1	7	3	5	0		
								-	-	-	-	-	-	-	-	-	-	1	8	4	
								5	5	4	4	3	3	2	2	2	1	2			
								9	4	8	3	8	3	8	4	0	6	%	%	%	
								%	%	%	%	%	%	%	%	%	%	%	%	%	%

**Annual Professional Performance Review - Variance, Education Law §3012-d**Task 2. TEACHERS: Required Student Performance - Measures of Student Growth

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Page Last Modified: 02/09/2021

**Measures of Student Growth**

**Describe the measure(s) that will be used to evaluate teachers for the required student performance subcomponent (e.g., the SLO goal setting process; SLO components).**

In keeping with the prior NYSED Commissioner's decision of June 2013 and recognizing all relevant factors, including the significant size and diversity of the NYC school district, school-based Measures of Student Learning (MOSL) committees will be responsible for recommending to the principal the selection of the assessments for the required student performance subcomponent. For 2020-21 only, all teachers in a specific school will receive the same measure. All decisions of the school-based MOSL committee must be recommended to the principal, who shall either accept or reject the recommendations of the committee. If the principal does not accept the recommendations of the committee, then a city-wide default (in 2020-21 only), which will be set by the Chancellor in consultation with the Central MOSL Committee, will be used.

**Measures Assurance**

**Please check the box below.**

- Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 2. TEACHERS: Required Student Performance - Evidence of Student Learning

Page Last Modified: 02/10/2021

**Evidence of Student Learning**

Please identify any evidence of student learning to be used. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

**Type(s) of Evidence**

- State or Regents assessment(s)
- Locally-developed course-specific assessment(s)
- Third party assessment(s)

**State or Regents Assessment(s)**

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Grade 3 ELA  | <input checked="" type="checkbox"/> Grade 6 Math                         | <input checked="" type="checkbox"/> Algebra II Regents         |
| <input checked="" type="checkbox"/> Grade 4 ELA  | <input checked="" type="checkbox"/> Grade 7 Math                         | <input checked="" type="checkbox"/> Living Environment Regents |
| <input checked="" type="checkbox"/> Grade 5 ELA  | <input checked="" type="checkbox"/> Grade 8 Math                         | <input checked="" type="checkbox"/> Earth Science Regents      |
| <input checked="" type="checkbox"/> Grade 6 ELA  | <input checked="" type="checkbox"/> Grade 4 Science (until discontinued) | <input checked="" type="checkbox"/> Chemistry Regents          |
| <input checked="" type="checkbox"/> Grade 7 ELA  | <input checked="" type="checkbox"/> Elementary Science (when available)  | <input checked="" type="checkbox"/> Physics Regents            |
| <input checked="" type="checkbox"/> Grade 8 ELA  | <input checked="" type="checkbox"/> Grade 8 Science                      | <input checked="" type="checkbox"/> Global History Regents     |
| <input checked="" type="checkbox"/> Grade 3 Math | <input checked="" type="checkbox"/> ELA Regents                          | <input checked="" type="checkbox"/> US History Regents         |
| <input checked="" type="checkbox"/> Grade 4 Math | <input checked="" type="checkbox"/> Algebra I Regents                    | <input checked="" type="checkbox"/> NYSAA                      |
| <input checked="" type="checkbox"/> Grade 5 Math | <input checked="" type="checkbox"/> Geometry Regents                     | <input checked="" type="checkbox"/> NYSESLAT                   |

**Locally-Developed Course-Specific Assessment(s)**

- Assessment(s) created by the LEA completing this variance application.

**Third Party Assessment(s)**

- Certiport (content-specific)
- Degrees of Reading Power
- Fountas and Pinnell Benchmark Assessment System
- MAP Growth (content-specific)
- NOCTI (course-specific)
- SANDI-FAST
- TCRWP Running Records Assessment
- WebABLLS

**Identify the LEA(s) that created the assessment(s):**

NYCDOE

**If a third party assessment is not listed, identify below.**

n/a



**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances**

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Page Last Modified: 03/01/2021

**Variance Details***Please read the questions below and answer each prompt in a concise manner.***Rationale****Please provide a rationale for this variance request.****> Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.**

The NYCDOE is applying for a variance to our existing APPR plan for the student performance subcomponent to recognize the challenges associated with the COVID-19 pandemic, specifically there are a number of students who are learning fully remotely this school year and not all assessments typically used for APPR purposes lend themselves to a digital administration, schools are faced with unexpected closures due to COVID cases, which may also limit student attendance, and, finally, administering and scoring assessments can be challenging to be completed in-person given in-person staffing at each individual school. We believe that allowing for either a school-wide measure or a district-wide measure will ease the assessment burden on teachers and schools.

**Standards and Procedures****Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.****> This description should include a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.****> This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.**

As in our currently approved APPR plan, the NYCDOE growth model will continue to be used to calculate student growth on APPR-eligible assessments using the same standards and procedures as in years passed.

**Rigor****Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.****> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.****> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.**

As in years passed, the student performance subcomponent will include multiple measures based on assessments administered at NYCDOE schools and our student population. The NYCDOE growth model measures growth in student learning instead of absolute achievement and compares students to students with similar academic histories and student characteristics. We use multiple years of both student and assessment data in order to calculate growth and determine confidence ranges that are appropriate given the COVID-19 pandemic.

**Professional Learning****Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.****> This description may include, but is not limited to, methodologies and procedures for:**

- collecting information about educator effectiveness to inform professional learning,
- specific details regarding both the type(s) and extent of professional learning opportunities anticipated,
- processes for delivery of personalized learning opportunities, and
- use of data to measure the efficacy of such professional learning.

Data, methodologies, and procedures regarding the collection of data will not change this year. The Advance Web Application allows the district to collect information about educator effectiveness to inform professional learning that school leaders, district teams and central offices may act on to guide and provide professional learning to teachers, grade and vertical teams. We will be hosting sessions with executive superintendents, superintendents, principals, and teachers in order to brief them on policy changes and allow them to ask questions related to implementation.

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 2. TEACHERS: Required Student Performance - Variance Details, Weighting & Assurances**

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Page Last Modified: 03/01/2021

**Effectiveness of Implementation****Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.****> This description may include, but is not limited to, processes and procedures for:**

- **collection and analysis of both short- and long-term data,**
- **the standard(s) used to measure the effectiveness of implementation, and**
- **how results will be used to inform future implementation.**

The Advance Web Application (AWA) allows for assessment of the effectiveness of the implementation of the variance. Data, methodologies, and procedures regarding the collection of data will not change this year. The Advance Web Application allows the district to collect information about the effectiveness of implementation of teacher evaluation within schools through collection of MOSL data, teacher eligibility, measures of teacher practice through observation data collection, and collection of lead evaluator certification activities. Through the AWA, districts and offices responsible for supporting implementation will be able to track completion rates across schools and districts in real time and use available data to inform potential recommendations to improve equitable implementation across the system.

**Use of the Optional Student Performance Subcomponent & Weighting****Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.**

- The weighting included in the currently approved plan will not change based on this variance request.

**Required Student Performance Variance Assurances****Please check the box below as applicable to all teachers included in this required student performance variance request.**

- Assure that each teacher covered by this variance request will have an SLO consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.

**Annual Professional Performance Review - Variance, Education Law §3012-d**

Task 3. TEACHERS: Optional Student Performance - Variance Request

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Page Last Modified: 02/09/2021

**Variance Request**

LEAs may use this variance application to develop an optional second measure for a teacher or group of teachers that differs from the process described in the Commissioner's regulations.

*Any teachers not covered by this variance request*

**Please make the appropriate selection below.**

A variance is not requested for the optional student performance subcomponent for teachers.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Variance Request

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Page Last Modified: 02/02/2021

**Variance Request**

LEAs may use this variance application to evaluate teacher practice in a manner that differs from the process described in the Commissioner's regulations.

*Any teachers not covered by this variance request*

**Please make the appropriate selection below.**

- The details of the variance request for the teacher observation category is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Applicability & Rubric

Page Last Modified: 02/10/2021

**Applicable Teachers**

Please indicate all teachers to whom this teacher observation variance request applies.

**Core Teachers**

Use the table below to list the core teachers this teacher observation variance request is applicable to (teachers of other courses should be listed in the subsequent section).

	All Core Teachers in LEA	Common Branch / Uniform Departmentalized	ELA	Math	Science	Social Studies
Courses	<input checked="" type="checkbox"/> All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses, as applicable to LEA) [if this option is selected, please do not make selections in subsequent columns]					

**Other Teachers**

- Teachers of other courses are not included in this teacher observation variance request.
- Teachers of other courses included in this teacher observation variance request are listed in the table below.

Fill in the following for all other teachers in additional grades/subjects that are included in this teacher observation variance request:

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject
All Other Courses	K	12	All courses not named above
K-3 Art	K	3	Art
Grades 9-12 English Electives	9	12	English Electives

Click "Add Row" to add additional courses. Only list additional courses if they are included in this teacher observation variance request.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Applicability & Rubric

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Page Last Modified: 02/10/2021

Grade From	Grade To	Subject
K	12	All courses not named above

**Applicable Areas**

A variance may be requested for the following components of the teacher observation subcomponent:

- Teacher practice rubric
- Rating and scoring of the teacher practice rubric
- Weighting of the domains/subcomponents of the teacher practice rubric
- HEDI scoring bands
- Weighting of the teacher observation subcomponents
- Required principal/supervisor observations
- Required independent evaluator observations
- Optional peer observations

**Please indicate the area(s) of the teacher observation subcomponent for which a variance is being requested.**

- Required principal/supervisor observations
- Required independent evaluator observations

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Required Principal/Supervisor Observations

Page Last Modified: 03/19/2021

**Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators**

At least one observation must be conducted by the building principal or another trained administrator.

Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	1	<input checked="" type="checkbox"/> Live <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Other (add details in next column)	Login to Remote / LMS Platform; a teacher who receives an Observation Score of Ineffective or Developing on their first observation in 2020-2021 shall receive a second observation. This second observation shall be a Formal Observation.
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
<b>Totals:</b>	<b>1</b>		

**To which teachers does the information in the above table apply?**

A subgroup of teachers listed in the 'Applicability' section (provide details below).

**Describe the subgroup of teachers to whom the information in the table above applies (i.e., probationary teachers), then complete the next page for an additional subgroup.**

Teachers with an APPR overall rating of Highly Effective, Effective, Developing, Satisfactory, or No Rating in SY 18-19

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Principal/Supervisor Observations

Page Last Modified: 03/19/2021

**Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators**

At least one observation must be conducted by the building principal or another trained administrator.

**Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).**

Teachers with an APPR overall rating of Ineffective or Unsatisfactory in SY 18-19

**Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.**

**If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.**

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	2	<input checked="" type="checkbox"/> Live <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Other (add details in next column)	Login to Remote / LMS Platform; the teacher may request, no later than April 6, 2021, that one of the two observations be a formal (announced) observation..
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
<b>Totals:</b>	<b>2</b>		

**Subgroup Three**

An additional subgroup is needed to fully describe the principal or other trained administrator observation process.



Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Principal/Supervisor Observations

Page Last Modified: 03/19/2021

**Required Subcomponent 1: Observations by Principal(s) or Other Trained Administrators**

At least one observation must be conducted by the building principal or another trained administrator.

**Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).**

A teacher who receives an Observation Score of Ineffective or Developing on their first observation in 2020-2021

**Indicate the minimum number of unannounced and announced observations by principal(s) or other trained administrators, as well as the method of observation, in the table below.**

**If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.**

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	1	<input checked="" type="checkbox"/> Live <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Other (add details in next column)	Login to Remote / LMS Platform
Announced	1	<input checked="" type="checkbox"/> Live <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Other (add details in next column)	Login to Remote / LMS Platform; a teacher who receives an Observation Score of Ineffective or Developing on their first observation in 2020-2021 shall receive a second observation. This second observation shall be a Formal (Announced) Observation.
<b>Totals:</b>	<b>2</b>		

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Required Independent Evaluator Observations

Page Last Modified: 03/03/2021

**Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)**

**Independent Evaluator Assurances**

Please check all of the boxes below.

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.
- Assure that independent evaluator(s) will be trained and selected by the LEA.

**Number and Method of Observation**

Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below. At least one observation must be conducted by an impartial independent trained evaluator.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	1	<input checked="" type="checkbox"/> Live <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Other (add details in next column)	Login to Remote / LMS Platform
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
<b>Totals:</b>	<b>1</b>		

**To which teachers does the information in the above table apply?**

- A subgroup of teachers listed in the 'Applicability' section (provide details below).

**Describe the subgroup of teachers to whom the information in the table above applies (i.e., probationary teachers), then complete the next page for an additional subgroup.**

Teachers previously rated Ineffective overall in previous years AND are determined eligible for an independent evaluator based on their status and criteria set by a joint UFT/DOE committee

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 4. TEACHERS: Observations - Required Independent Evaluator Observations

Page Last Modified: 02/09/2021

**Required Subcomponent 2: Observations by Impartial Independent Trained Evaluator(s)**

**Number and Method of Observation**

Describe the subgroup of teachers to whom the information in the table below applies (i.e., tenured teachers).

Teachers previously rated Developing, Effective, or Highly Effective

Indicate the minimum number of unannounced and announced observations by impartial independent trained evaluator(s), as well as the method of observation, in the table below. At least one observation must be conducted by an impartial independent trained evaluator.

If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the observation method.

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
<b>Totals:</b>	<b>0</b>		

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 4. TEACHERS: Observations - Variance Details & Assurances**

Page Last Modified: 03/17/2021

**Variance Details***Please read the questions below and answer each prompt in a concise manner.***Rationale****Please provide a rationale for this variance request.****> Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the teacher observation variance request.**

The NYCDOE is applying for a variance to our existing APPR plan for the observations subcomponent due primarily to the timing of the year when we will work to implement. Our priority has been reopening school buildings responsibly and ensuring teachers and students are comfortable with the multiple modalities of teaching and learning to-date. We are requesting a variance to reduce the total number of observations and method of observations necessary for every teacher. NYCDOE will not be applying for an IE waiver in SY20-21 because the terms are covered in this variance.

**Standards and Procedures****Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.****> This description should include a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.****> This description should include, but not be limited to, a description of the alternate measures and/or evidence of teacher practice that will be used to evaluate educators.**

There are no changes to the observation standards- NYCDOE's evaluative rubric, components, rating weights, evidence collection, and MOTP ratings calculation methodologies- in 2020-21 school year.

All eligible teachers in the 2020-21 school year will receive a minimum of one evaluative observation. This is feasible for evaluators to complete in the condensed timeframe, while also providing teachers an opportunity to receive meaningful feedback on practice. In the 2020-21 school year, teachers with an Advance overall rating of Highly Effective, Effective, Developing, Satisfactory, or No Rating in SY 18-19 will receive a minimum one (1) informal observation. If the first observation in the 2020-21 school year is Ineffective or Developing overall, a second formal observation will be required along with the pre- and post-observation conferences. Teachers with an Advance overall rating of Ineffective or Unsatisfactory in SY 18-19 will receive a minimum of two (2) observations. The teacher may request, no later than April 6, 2021, that one of the two observations be a formal observation.

In the event that a teacher's classroom was observed actually or virtually via a "walkthrough" before the formal start to evaluation, that observation can be used to meet the minimum number of observations described above if and only if the Observation Score of that walkthrough was Effective or Highly Effective. The principal shall not be required to provide specific evidence for these walkthrough observations but must enter the date of the walkthrough and ratings into Advance. Principals may use a prior walkthrough from the 2020-21 school year as an official observation, if the Observation Score of that walkthrough was Effective or Highly Effective.

In 2020-21 school year only, teachers can be observed for evaluative purposes both in school classrooms and remote classrooms. For school year 2020-21 only, all teachers have the ability to submit one (1) unedited, 20-minute video to their evaluator as one of their evaluative observations. Teachers shall have the sole discretion to submit a video lesson in lieu of an observation. Teachers who choose to submit a video lesson shall inform the evaluator of this decision no later than April 6, 2021. The video must be submitted no later than May 7, 2021. In the event that no video is submitted, the evaluator shall conduct an observation.

For Danielson Framework for Teaching component 3C: Engaging Students in Learning, teachers will provide engaging opportunities, promote teamwork, use engaging materials, and give students time to reflect on learning – especially in a virtual environment and in remote settings in school year 2020-21. During remote instruction, observing instruction requires an appreciation for the increased role that technology plays as teachers are providing opportunities for students to experience engaging learning activities, collaboration and time to reflect on and express their learning. Evaluators should focus on the opportunities teachers are creating to foster student engagement, rather than the number of students with microphones and cameras turned on or off. The modality of instruction must be taken into account during the evaluation. Recognizing that the remote learning environment is a dynamic learning space for both students and teachers, evaluators should seek to gather evidence from an assets-based and holistic approach rather than a deficit model.

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 4. TEACHERS: Observations - Variance Details & Assurances**

Page Last Modified: 03/17/2021

**Rigor**

**Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.**

**> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.**

**> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.**

NYCDOE's evaluative rubric, components, rating weights, evidence collection, and methodologies will not change in 2020-21 school year; as a result, the NYCDOE's standards for teaching practice reflect the same level of rigor as in previous years. Evaluators continue to have access to the Advance Web Application, where observation reports and ratings can be entered and data can be used to draw inferences about teacher strengths and needs and identify school or district-wide priorities regarding teaching practice, specifically by domain or component from the Danielson Framework for Teaching. Guidance and trainings for the district's educators is developed in collaboration with the Office of Teacher Development and superintendent offices through Teacher Development and Evaluation Coaches (TDEC), who support the system in maintaining rigor and effectiveness for all teachers. TDECs and the Office of Teacher Development provide calibration activities on the Danielson Framework for Teaching for lead evaluators that ensure they maintain rigorous and equitable inferences of teacher practices that inform decisions and guidance for teachers across the system. More information on activities related to the process of certifying and re-certifying lead evaluators is detailed in the Training of Lead Evaluator, Evaluators, Independent Observers, Peer Observers, and Certification of Lead Evaluators.

**Professional Learning**

**Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.**

**> This description may include, but is not limited to, methodologies and procedures for:**

- **collecting information about educator effectiveness to inform professional learning,**
- **specific details regarding both the type(s) and extent of professional learning opportunities anticipated,**
- **processes for delivery of personalized learning opportunities, and**
- **use of data to measure the efficacy of such professional learning.**

Data, methodologies, and procedures regarding the collection of data will not change this year. The Advance Web Application allows the district to collect information about educator effectiveness to inform professional learning that school leaders, district teams and central offices may act on to guide and provide professional learning to teachers, grade and vertical teams.

**Effectiveness of Implementation**

**Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.**

**> This description may include, but is not limited to, processes and procedures for:**

- **collection and analysis of both short- and long-term data,**
- **the standard(s) used to measure the effectiveness of implementation, and**
- **how results will be used to inform future implementation.**

The Advance Web Application (AWA) allows for assessment of the effectiveness of the implementation of the variance. Data, methodologies, and procedures regarding the collection of data will not change this year. The Advance Web Application allows the district to collect information about the effectiveness of implementation of teacher evaluation within schools through collection of MOSL data, teacher eligibility, measures of teacher practice through observation data collection, and collection of lead evaluator certification activities. Through the AWA, districts and offices responsible for supporting implementation will be able to track completion rates across schools and districts in real time and use available data to inform potential recommendations to improve equitable implementation across the system.

**Observation Assurances**

**Annual Professional Performance Review - Variance, Education Law §3012-d**Task 4. TEACHERS: Observations - Variance Details & Assurances

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Page Last Modified: 03/17/2021

**Please check each of the boxes below as applicable to all teachers included in this teacher observation variance request.**

- Assure that the process for assigning points for the Teacher Observation category will be consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.
- Assure that once all observations are complete, the process for determining an overall Teacher Observation category score and rating will incorporate the evidence collected across all observations to produce an overall Teacher Observation category rating on a HEDI scale.
- Assure that it is possible for a teacher to obtain any number of points in the applicable scoring ranges, including zero, in each subcomponent.

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 5. TEACHERS: Overall Scoring - Variance Request**

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Page Last Modified: 02/02/2021

**Category and Overall Ratings**

For guidance on APPR scoring, see NYSED APPR Guidance.

Education Law §3012-d requires that each teacher be given a final score for both the Student Performance and Teacher Observation categories, which will be converted to a final category rating based on the HEDI scale, and that these ratings be used to provide an Overall Rating using the prescribed scoring matrix.

*These requirements must be met through either the LEA's current APPR plan or this variance. To the extent that the variance does not address a requirement, the currently approved APPR plan will apply.*

**Variance Request**

LEAs may use this variance application to define the HEDI ranges for the Student Performance and/or Teacher Observation category that is different than those included in the Commissioner's regulations.

*Any teachers not covered by this variance request*

**Please make the appropriate selection below.**

A variance is not requested for category ratings for teachers.

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 6. TEACHERS: Additional Requirements - Variance Request**

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Page Last Modified: 02/02/2021

**Additional Requirements for Teachers**

For more information on the additional requirements for teachers, see NYSED APPR Guidance.

Education Law §3012-d requires that a complete APPR plan must include a process for teacher improvement plans, appeals, and evaluator training as determined by the Commissioner. The following minimum requirements under Education Law §3012-d are applicable to teachers:

- A form for development of a Teacher Improvement Plan,
- A timely and expeditious process for resolving educator's appeals of APPR ratings,
- A process for training all evaluators of applicable educators.

*These requirements must be met through either the LEA's current APPR plan or this variance. To the extent that the variance does not address a requirement, the currently approved APPR plan will apply.*

**Variance Request**

**LEAs may use this variance application to develop a process for Teacher Improvement Plans, appeals and/or training in a manner that differs from the process described in the Commissioner's regulations.**

*Any teachers not covered by this variance request*

**Choose the appropriate response below.**

- A variance is not requested for teacher improvement plans, appeals, or training.
- The details of the variance request applicable to teacher improvement plans, appeals, and/or training is described in the subsequent section.



Annual Professional Performance Review - Variance, Education Law §3012-d

Task 6. TEACHERS: Additional Requirements - Applicability

Page Last Modified: 03/03/2021

**Applicable Teachers**

Please indicate all teachers to whom this additional requirements variance request applies.

**Core Teachers**

Use the table below to list the core teachers this additional requirements variance request is applicable to (teachers of other courses should be listed in the subsequent section).

	All Core Teachers in LEA	Common Branch	ELA	Math	Science	Social Studies
Courses	<input checked="" type="checkbox"/> All core teachers (K-3; 4-8 ELA, math, science, social studies; high school ELA and Regents courses, as applicable to LEA) [if this option is selected, please do not make selections in subsequent columns]					

**Other Teachers**

- Teachers of other courses are not included in this teacher improvement plan, appeals, and/or training variance request.
- Teachers of other courses included in this teacher improvement plan, appeals, and/or training are listed in the table below.

Fill in the following for all other teachers in additional grades/subjects that are included in this teacher improvement plan, appeals, and/or training variance request:

- Column 1: lowest grade that corresponds to the course
- Column 2: highest grade that corresponds to the course
- Column 3: subject of the course

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject
All Other Courses	K	12	All courses not named above
K-3 Art	K	3	Art
Grades 9-12 English Electives	9	12	English Electives

Click "Add Row" to add additional courses. Only list additional courses if they are included in this additional requirements variance request.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 6. TEACHERS: Additional Requirements - Applicability

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Page Last Modified: 03/03/2021

Grade From	Grade To	Subject
K	12	All courses not named above

**Applicable Areas**

A variance may be requested for the following additional requirements for teachers:

- A form for development of a Teacher Improvement Plan,
- A timely and expeditious process for resolving educator’s appeals to APPR ratings,
- A process for training all evaluators of applicable educators.

**Please indicate the additional requirements for which a variance is requested.**

- Teacher Improvement Plans
- Training

**Annual Professional Performance Review - Variance, Education Law §3012-d**

Task 6. TEACHERS: Additional Requirements - Teacher Improvement Plans

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Page Last Modified: 03/19/2021

**Teacher Improvement Plan Forms**

As a required attachment to this APPR plan, upload the TIP forms that are used in the LEA.

TIPs\_SY20-21 only.pdf

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 6. TEACHERS: Additional Requirements - Training**

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Page Last Modified: 03/03/2021

**Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators**

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators must include:

- 1) the process for training lead evaluators and evaluators, including impartial independent observers and peer observers;
- 2) the process for the certification and re-certification of lead evaluators;
- 3) the process for ensuring inter-rater reliability; and
- 4) the nature (content) and the approximate duration (how many hours, days) of such training.

**Training Assurance**

**Please check the box below.**

- The LEA assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a teacher's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

**Training Procedures**

**Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.**

Evaluators receive robust training; training for all evaluators address the nine (9) elements in the requirements of the Rules of the Board of Regents. At a minimum, Independent Evaluators will receive necessary training over the course of one day that addresses the three (3) elements required by 30-3.10(c) of the Rules of the Board of Regents. Through joint scoring of normed lessons and other activities, Independent Evaluators will maintain inter-rater reliability consistent with district expectations.

Principals, as lead evaluators, are responsible for determining a teacher's annual MOTP rating. All evaluators receive ongoing job-embedded implementation support from Teacher Development and Evaluation Coaches (TDECs). This support focuses on helping school leaders support teachers with understanding the rubric and developing their practice, and also guides school leaders through the process of teacher evaluation.

Principals must complete lead evaluator certification training annually in order to serve as lead evaluators. In the 2020-21 school year, all principals must participate in Job-Embedded Support (2.5 hours) in spring 2021. For the 2020-21 school year, job-embedded support includes one visit with a TDEC, focused on inter-rater reliability and support to implement Advance while engaging teachers in the process. Principals in turn are responsible to ensure inter-rater reliability within their school leadership teams.

Documentation of completed training are used to determine which evaluators are certified or re-certified, as appropriate.

**Annual Professional Performance Review - Variance, Education Law §3012-d**Task 6. TEACHERS: Additional Requirements - Variance Details & Assurances

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Page Last Modified: 03/17/2021

**Variance Details***Please read the questions below and answer each prompt in a concise manner.***Rationale****Please provide a rationale for this variance request.**

**> Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the variance request related to teacher improvement plans, appeals, and/or training.**

In order to strategically leverage our evaluators' time, resources, and capacity in an already truncated year due to the COVID-19 pandemic, we will not require TIPs in school year 2020-21. Principals will continue to provide ongoing support to teachers based on their needs.

**Standards and Procedures****Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.**

**> This description should include a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.**

**> This description should include, but not be limited to, a description of the alternate processes for additional requirements for teachers that will be used to evaluate educators.**

In order to strategically leverage our evaluators' time, resources, and capacity in an already truncated year due to the COVID-19 pandemic, we will not require TIPs in school year 2020-21. Principals will continue to provide support to teachers based on their needs. The TIP process will resume in accordance with our APPR plan in school year 2021-22.

**Rigor****Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.**

**> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.**

**> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.**

NYCDOE's evaluative rubric, components, rating weights, evidence collection, and methodologies will not change in 2020-21 school year; as a result, the NYCDOE's standards for teaching practice reflect the same level of rigor as in previous years. Evaluators continue to have access to the Advance Web Application, where observation reports and ratings can be entered and data can be used to draw inferences about teacher strengths and needs and identify school or district-wide priorities regarding teaching practice, specifically by domain or component from the Danielson Framework for Teaching. Guidance and trainings for the district's educators is developed in collaboration with the Office of Teacher Development and superintendent offices through Teacher Development and Evaluation Coaches (TDEC), who support the system in maintaining rigor and effectiveness for all teachers. TDECs and the Office of Teacher Development provide calibration activities on the Danielson Framework for Teaching for lead evaluators that ensure they maintain rigorous and equitable inferences of teacher practices that inform decisions and guidance for teachers across the system. More information on activities related to the process of certifying and re-certifying lead evaluators is detailed in the Training of Lead Evaluator, Evaluators, Independent Observers, Peer Observers, and Certification of Lead Evaluators.

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 6. TEACHERS: Additional Requirements - Variance Details & Assurances**

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Page Last Modified: 03/17/2021

**Professional Learning**

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

> This description may include, but is not limited to, methodologies and procedures for:

- collecting information about educator effectiveness to inform professional learning,
- specific details regarding both the type(s) and extent of professional learning opportunities anticipated,
- processes for delivery of personalized learning opportunities, and
- use of data to measure the efficacy of such professional learning.

Data, methodologies, and procedures regarding the collection of data will not change this year. The Advance Web Application allows the district to collect information about educator effectiveness to inform professional learning that school leaders, district teams and central offices may act on to guide and provide professional learning to teachers, grade and vertical teams.

**Effectiveness of Implementation**

Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.

> This description may include, but is not limited to, processes and procedures for:

- collection and analysis of both short- and long-term data,
- the standard(s) used to measure the effectiveness of implementation, and
- how results will be used to inform future implementation.

The Advance Web Application allows for assessment of the effectiveness of the implementation of the variance. Data, methodologies, and procedures regarding the collection of data will not change this year. The Advance Web Application allows the district to collect information about the effectiveness of implementation of teacher evaluation within schools through collection of MOSL data, teacher eligibility, measures of teacher practice through observation data collection, and collection of lead evaluator certification activities. Through the AWA, districts and offices responsible for supporting implementation will be able to track completion rates across schools and districts in real time and use available data to inform potential recommendations to improve equitable implementation across the system.

**Additional Requirements Assurances**

Please check each of the boxes below as applicable to all teachers included in this additional requirements variance request.

- Assure that additional requirements for teachers will be fulfilled consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 7. PRINCIPALS: Required Student Performance - Variance Request**

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Page Last Modified: 02/02/2021

**Required Student Performance Subcomponent**

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance.

*100% of the Student Performance category if only the Required subcomponent is used or locally determined if the Optional subcomponent is selected.*

Education Law §3012-d requires that the principal evaluation system be aligned to the requirements for teacher evaluations, including the required student performance subcomponent. Therefore, the required student performance subcomponent variance request for principals must be aligned to the teacher evaluation requirements.

*This requirement*

*currently approved APPR plan will apply.*

*must be met through*

**Variance Request**

**LEAs may use this variance application to develop a process to demonstrate student growth based on principal practice for a principal or group of principals that differs from the process described in the Commissioner's regulations.**

*Any principals not covered by this variance request*

**Choose the appropriate response below.**

- A variance is not requested for the required student performance subcomponent for principals.
- The details of the variance request for the required student performance subcomponent for principals is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Applicability

Page Last Modified: 03/03/2021

**Applicable Principals**

Please indicate all principals to whom this required student performance variance request applies.

To add configurations for additional principals, click "Add Row".

<b>Grade From</b>	<b>Grade To</b>
K	12

**Applicable Areas**

A variance may be requested for the following areas of the required student performance subcomponent:

- A description of the measure(s) of student growth to be used (e.g., the SLO goal setting process; SLO components)
- Applicable evidence of student learning (e.g., how growth will be measured through various forms of assessment, evaluation of student performance)
- A method for converting student results to a score on a scale from 0-20\*
- A scale for conversion of the score of 0 to 20 to a HEDI rating\*

Please indicate the area(s) of the required student performance subcomponent for which a variance is being requested.

- Measures of student growth
- Evidence of student learning

\*Only select 'Conversion to a 20-point score' or 'HEDI ranges' if your variance request involves different values than those included in the table below.

Highly Effective			Effective			Developing		Ineffective												
								1	1	1	9	8	7	6	5	4	3	2	1	0
								2	1	0										
20	19	18	17	16	15	14	13	5	4	4	3	3	2	2	2	1	1			
97-	93-	90-	85-	80-	75-			5	9	4	9	4	9	5	1	7	3	9	5	0
100%	96%	92%	89%	84%	79%	67-74%	60-66%	-	-	-	-	-	-	-	-	-	-	-	-	-
																		1	8	4
								9	4	8	3	8	3	8	4	0	6	2	%	%
								%	%	%	%	%	%	%	%	%	%	%	%	%



**Annual Professional Performance Review - Variance, Education Law §3012-d**

Task 7. PRINCIPALS: Required Student Performance - Measures of Student Growth

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Page Last Modified: 03/22/2021

**Measures of Student Growth**

**Describe the measure(s) that will be used to evaluate principals for the required student performance subcomponent (e.g., goal setting process; demonstration of student growth).**

A city-wide measure agreed upon by the NYCDOE and the Council of School Supervisors and Administrators (CSA) will be used.

**Measures Assurance**

**Please check the box below.**

Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 7. PRINCIPALS: Required Student Performance - Evidence of Student Learning

Page Last Modified: 03/03/2021

**Evidence of Student Learning**

Please identify any evidence of student learning to be used. A description of how growth will be measured through various forms of assessment should be included in the last section of this variance request.

**Type(s) of Evidence**

- State or Regents assessment(s)
- Locally-developed course-specific assessment(s)
- Third party assessment(s)

**State or Regents Assessment(s)**

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Grade 3 ELA  | <input checked="" type="checkbox"/> Grade 6 Math                         | <input checked="" type="checkbox"/> Algebra II Regents         |
| <input checked="" type="checkbox"/> Grade 4 ELA  | <input checked="" type="checkbox"/> Grade 7 Math                         | <input checked="" type="checkbox"/> Living Environment Regents |
| <input checked="" type="checkbox"/> Grade 5 ELA  | <input checked="" type="checkbox"/> Grade 8 Math                         | <input checked="" type="checkbox"/> Earth Science Regents      |
| <input checked="" type="checkbox"/> Grade 6 ELA  | <input checked="" type="checkbox"/> Grade 4 Science (until discontinued) | <input checked="" type="checkbox"/> Chemistry Regents          |
| <input checked="" type="checkbox"/> Grade 7 ELA  | <input checked="" type="checkbox"/> Elementary Science (when available)  | <input checked="" type="checkbox"/> Physics Regents            |
| <input checked="" type="checkbox"/> Grade 8 ELA  | <input checked="" type="checkbox"/> Grade 8 Science                      | <input checked="" type="checkbox"/> Global History Regents     |
| <input checked="" type="checkbox"/> Grade 3 Math | <input checked="" type="checkbox"/> ELA Regents                          | <input checked="" type="checkbox"/> US History Regents         |
| <input checked="" type="checkbox"/> Grade 4 Math | <input checked="" type="checkbox"/> Algebra I Regents                    | <input checked="" type="checkbox"/> NYSAA                      |
| <input checked="" type="checkbox"/> Grade 5 Math | <input checked="" type="checkbox"/> Geometry Regents                     | <input checked="" type="checkbox"/> NYSESLAT                   |

**Locally-Developed Course-Specific Assessment(s)**

- Assessment(s) created by the LEA completing this variance application.

**Third Party Assessment(s)**

- Certiport (content-specific)
- Degrees of Reading Power
- Fountas and Pinnell Benchmark Assessment System
- NOCTI (course-specific)
- SANDI-FAST
- TCRWP Running Records Assessment
- WebABLLS

**Identify the LEA(s) that created the assessment(s):**

NYCDOE

**If a third party assessment is not listed, identify below.**

N/A

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances**

Page Last Modified: 03/03/2021

**Variance Details***Please read the questions below and answer each prompt in a concise manner.***Rationale****Please provide a rationale for this variance request.****> Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the required student performance variance request.**

The NYCDOE is applying for a variance to our existing APPR plan for the student performance subcomponent to recognize the challenges associated with the COVID-19 pandemic, specifically there are a number of students who are learning fully remotely this school year and not all assessments typically used for APPR purposes lend themselves to a digital administration, schools are faced with unexpected closures due to COVID cases, which may also limit student attendance, and, finally, administering and scoring assessments can be challenging to be completed in-person given in-person staffing at each individual school. We believe that a district-wide measure will ease the assessment burden on teachers and schools.

**Standards and Procedures****Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.****> This description should include a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.****> This description should include, but not be limited to, a description of the alternate measures of student growth and/or evidence of student learning that will be used to evaluate educators.**

As in our currently approved APPR plan, the NYCDOE growth model will continue to be used to calculate student growth on APPR-eligible assessments using the same standards and procedures as in past years.

**Rigor****Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.****> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.****> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.**

As in past years, the student performance subcomponent will include multiple measures based on assessments administered at NYCDOE schools and our student population. The NYCDOE growth model measures growth in student learning instead of absolute achievement and compares students to students with similar academic histories and student characteristics. We use multiple years of both student and assessment data in order to calculate growth and determine confidence ranges that are appropriate given the COVID-19 pandemic.

**Professional Learning****Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.****> This description may include, but is not limited to, methodologies and procedures for:**

- collecting information about educator effectiveness to inform professional learning,
- specific details regarding both the type(s) and extent of professional learning opportunities anticipated,
- processes for delivery of personalized learning opportunities, and
- use of data to measure the efficacy of such professional learning.

Data, methodologies, and procedures regarding the collection of data will not change this year. The PPR Platform allows the district to collect information about educator effectiveness to inform professional learning for school leaders. We will be hosting sessions with executive superintendents, superintendents, and deputy superintendents in order to brief them on policy changes and allow them to ask questions related to implementation.

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 7. PRINCIPALS: Required Student Performance - Variance Details, Weighting & Assurances**

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Page Last Modified: 03/03/2021

**Effectiveness of Implementation**

Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.

> This description may include, but is not limited to, processes and procedures for:

- collection and analysis of both short- and long-term data,
- the standard(s) used to measure the effectiveness of implementation, and
- how results will be used to inform future implementation.

The PPR Platform allows for assessment of the effectiveness of the implementation of the variance. Data, methodologies, and procedures regarding the collection of data will not change this year. Through the PPR Platform the DOE can track completion rates across districts, feedback provided to principals, and provide targeted support to evaluators to improve equitable implementation across the system.

**Use of the Optional Student Performance Subcomponent & Weighting**

Please indicate if the Optional subcomponent will be used in the process included in this variance request by making the appropriate selection below.

- The weighting included in the currently approved plan will not change based on this variance request.

**Required Student Performance Variance Assurances**

Please check the box below as applicable to all principals included in this required student performance variance request.

- Assure that scores and ratings for the required student performance subcomponent will be calculated consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.

**Annual Professional Performance Review - Variance, Education Law §3012-d**

Task 8. PRINCIPALS: Optional Student Performance - Variance Request

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Page Last Modified: 03/03/2021

**Variance Request**

LEAs may use this variance application to develop an optional second measure for a principal or group of principals that differs from the process described in the Commissioner's regulations.

*Any principals not covered by this variance request*

**Please make the appropriate selection below.**

A variance is not requested for the optional student performance subcomponent for principals.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 9. PRINCIPALS: School Visits - Variance Request

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Page Last Modified: 02/04/2021

**Variance Request**

LEAs may use this variance application to evaluate principal practice in a manner that differs from the process described in the Commissioner's regulations.

*Any principals not covered by this variance request*

**Please make the appropriate selection below.**

- The details of the variance request for the principal school visit category is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 9. PRINCIPALS: School Visits - Applicability & Rubric

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Page Last Modified: 02/18/2021

**Applicable Principals**

Please indicate all principals to whom this principal school visit variance request applies.

To add configurations for additional principals, click "Add Row".

Grade From	Grade To
K	12

**Applicable Areas**

A variance may be requested for the following components of the principal school visit subcomponent:

- Principal practice rubric
- Rating and scoring of the principal practice rubric
- Weighting of the domains/subcomponents of the principal practice rubric
- HEDI scoring bands
- Weighting of the principal school visit subcomponents
- Required supervisor/administrator school visits
- Required independent evaluator school visits
- Optional peer school visits

If none of the above components are applicable to the requested variance, please select the last option and complete the next page in a manner that clearly and thoroughly describes the process of evaluating principal practice.

Please indicate the area(s) of the principal school visit subcomponent for which a variance is being requested.

- Principal school visit subcomponent weighting
- Required supervisor/administrator school visits
- Required independent evaluator school visits

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 9. PRINCIPALS: School Visits - Subcomponent Weighting

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Page Last Modified: 03/03/2021

**Principal School Visit Subcomponent Weighting**

Please indicate the weight of each school visit type and be sure the total of the weights indicated equals 100%.

Superintendent/Administrator	Independent Evaluator(s)	Peer Principal(s)	Group for which this weighting will apply. If the indicated weighting will be used for all principals listed in the 'Applicability' section, note "All Principals."
100	0	0	All principals



Annual Professional Performance Review - Variance, Education Law §3012-d

Task 9. PRINCIPALS: School Visits - Required Supervisor/Administrator School Visits

Page Last Modified: 03/03/2021

**Required Subcomponent 1: School Visits by Supervisor(s) or Other Trained Administrators**

Indicate the minimum number of unannounced and announced school visits by supervisor(s) or other trained administrators, as well as the method used, in the table below.  
 If an observation type is not applicable, please indicate '0' for the minimum number and 'N/A' for the school visit method.

	Minimum number of school visits	School visit method (check all that apply)	Other school visit method (only complete if 'Other' is selected in the previous column)
Unannounced	0	<input checked="" type="checkbox"/> Live <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Other (add details in next column)	Login to Remote / LMS Platform Asynchronous review of evidence of principal practice
Announced	1	<input checked="" type="checkbox"/> Live <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Other (add details in next column)	Login to Remote / LMS Platform Asynchronous review of evidence of principal practice
<b>Totals:</b>	<b>1</b>		

**To which principals does the information in the above table apply?**

- A subgroup of principals listed in the 'Applicability' section (provide details below).

**Describe the subgroup of principals to whom the information in the table above applies (i.e., probationary principals), then complete the next page for an additional subgroup.**

Principals that received a Highly Effective, Effective, Developing in Final Measures of Leadership Practice (MOLP) Rating, or a Satisfactory or No Rating in the 2018-19 school year.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 9. PRINCIPALS: School Visits - Supervisor/Administrator School Visits

Page Last Modified: 03/03/2021

**Required Subcomponent 1: School Visits by Superintendent or Other Trained Administrators**

At least one school visit must be conducted by the superintendent or another trained administrator.

**Describe the subgroup of principals to whom the information in the table below applies (i.e., tenured principals).**

Principals with a Final Measures of Leadership Practice (MOLP) Rating of Ineffective in school year 2018-19. Principals whose first supervisory visit in the 2020-21 school year is Ineffective or Developing based on the evaluator's assessment of observed domains-dimensions.

**Indicate the minimum number of unannounced and announced school visit by the superintendent or other trained administrators, as well as the method of school visit, in the table below.**

**If an school visit type is not applicable, please indicate '0' for the minimum number and 'N/A' for the school visit method.**

	Minimum number of observations	Observation method (check all that apply)	Other observation method (only complete if 'Other' is selected in the previous column)
Unannounced	1	<input checked="" type="checkbox"/> Live <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Other (add details in next column)	Login to Remote / LMS Platform Asynchronous review of evidence of principal practice
Announced	1	<input checked="" type="checkbox"/> Live <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Other (add details in next column)	Login to Remote / LMS Platform Asynchronous review of evidence of principal practice
<b>Totals:</b>	<b>2</b>		

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 9. PRINCIPALS: School Visits - Required Independent Evaluator School Visits

Page Last Modified: 03/03/2021

**Required Subcomponent 2: School Visits by Impartial Independent Trained Evaluator(s)**

**Independent Evaluator Assurances**

Please check all of the boxes below.

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- Assure that independent evaluator(s) will be trained and selected by the LEA.

**Number and Method of School Visit**

Indicate the minimum number of unannounced and announced school visits by impartial independent trained evaluator(s), as well as the method used, in the table below.

If a school visit type is not applicable, please indicate '0' for the minimum number and 'N/A' for the school visit method.

	Minimum number of school visits	School visit method( <i>check all that apply</i> )	Other school visit method( <i>only complete if 'Other' is selected in the previous column</i> )
Unannounced	0	<input checked="" type="checkbox"/> N/A	(No Response)
Announced	0	<input checked="" type="checkbox"/> N/A	(No Response)
<b>Totals:</b>	<b>0</b>		

**To which principals does the information in the above table apply?**

- All principals listed in the 'Applicability' section.

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 9. PRINCIPALS: School Visits - Variance Details & Assurances**

Page Last Modified: 03/30/2021

**Variance Details***Please read the questions below and answer each prompt in a concise manner.***Rationale****Please provide a rationale for this variance request.****> Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the principal school visit variance request.**

The NYCDOE is applying for a variance to our existing APPR plan for the school visit subcomponent due primarily to the timing of the year when we will work to implement. In preparing for an unprecedented school opening in a blended and remote environment, it was critical for principals and superintendents to stay focused on reopening tasks. Our focus has been to reopen school buildings responsibly and to provide support to school leaders as they adapt to supervising instruction in multiple modalities and implementing new DOE policies and protocols as a result of the COVID-19 pandemic. We are therefore requesting a variance to reduce the total number and method of school visits necessary for every principal.

**Standards and Procedures****Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.****> This description should include a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.****> This description should include, but not be limited to, a description of the alternate measures and/or evidence of principal practice that will be used to evaluate educators.**

There are no changes to the school visit standards – NYCDOE's evaluative rubric, components, evidence collection, and MOLP ratings calculation methodologies – in the 2020-21 school year.

For the 2020-21 school year only, the NYCDOE will require:

- a *minimum* of one supervisory visit for principals that received a Highly Effective, Effective, or Developing for their final MOLP rating, or a Satisfactory or No Rating in the 2018-19 school year.
- a *minimum* of two supervisory visits for principals that received a final Measures of Leadership Practice (MOLP) rating of Ineffective in the 2018-19 school year.
- If the first supervisory visit in the 2020-21 school year is Ineffective or Developing based on the evaluator's assessment of observed domains-dimensions, the principal shall receive a second visit.

The first supervisory visit for all principals will be announced. The evaluator must provide a minimum of one calendar week's (five school days) notice to a principal prior to the announced PPO. In the event that additional supervisory visits are conducted, those visits can be unannounced; however, the principal should receive at least twenty-four hours' notice. For principals receiving a second visit based on the evaluator's assessment that the first visit was Ineffective or Developing, the second PPO cannot occur until at least ten school days after providing the observation written feedback. In addition, a PPO Planning Meeting (PPOPM) is required if one was not previously conducted this year; there must be at least ten school days after the PPOPM before the second PPO visit.

Superintendents must conduct at least one supervisory visit for:

- principals that received a final MOLP rating of Ineffective in the 2018-19 school year
- first-year probationary principals
- principals with a completion of probation (COP) date between March 9, 2021 and September 30, 2021 (unless the executive superintendent conducts the PPO Planning Meeting, in which case they will conduct the visit).

In response to the COVID-19 crisis, time spent on each event during the PPO, virtually or in-person, can vary based on conversations between the evaluator and principal. Superintendents may view asynchronous lessons and other evidence of classroom instruction, however school visits must include some in-person or synchronous observation of live instruction in real time.

In addition to the APPR variance, we also submitted a request to extend our rubric variance for an additional year due to the impact of COVID-19 and suspension of principal evaluation for school year 2019-20. The extension would delay the rollout of Domain 5 for evaluative purposes for one year, therefore in alignment with the extended rollout:

- In the 2020-21 school year, Domain 2 will count for 29.5% of the MOLP score, and Domain 1, 3, & 4 will each count for 23.5%.
- In the 2021-22 school year, Domain 2 will count for 28% of the MOLP score, and Domains 1, 3, 4, & 5 will each count for 18%.

**Annual Professional Performance Review - Variance, Education Law §3012-d****Task 9. PRINCIPALS: School Visits - Variance Details & Assurances**

Page Last Modified: 03/30/2021

**Rigor**

**Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.**

**> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.**

**> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.**

The NYCDOE's evaluative rubric, components, evidence collection, and methodologies will not change in 2020-21 school year; as a result, the NYCDOE's standards for principal practice reflect the same level of rigor as in previous years.

Evaluators continue to have access to the PPR Platform, where school visit feedback and ratings can be entered and data can be used to draw inferences about principal practice, including strengths and areas for improvement, to inform principal support or district-wide priorities regarding leadership practice.

All lead evaluators continue to participate in ongoing training and engage in activities designed to build evaluator capacity to: understand the observation/visit process requirements; implement evaluation policy; understand the principal practice rubric structures, levels of performance, and effective application of the rubric in the assessment of principal practice; and evidence-based observation techniques. Evaluators engage in norming and calibration exercises to support inter-rater reliability. Norming and calibration exercises that support inter-rater reliability include an analysis of calibrated evidence, a review of evidence from school-level artifacts, and simulations of leadership interviews. Using the principal practice rubric, participants discuss and analyze evidence and present rationale to inform and substantiate ratings for each indicator and then norm on shared understandings of evidence-based ratings.

**Professional Learning**

**Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.**

**> This description may include, but is not limited to, methodologies and procedures for:**

- **collecting information about educator effectiveness to inform professional learning,**
- **specific details regarding both the type(s) and extent of professional learning opportunities anticipated,**
- **processes for delivery of personalized learning opportunities, and**
- **use of data to measure the efficacy of such professional learning.**

The data, methodologies, and procedures regarding the information collected through the evaluation system will not change this year. The PPR Platform allows the district to collect information about educator effectiveness to inform professional learning for school leaders.

**Effectiveness of Implementation**

**Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.**

**> This description may include, but is not limited to, processes and procedures for:**

- **collection and analysis of both short- and long-term data,**
- **the standard(s) used to measure the effectiveness of implementation, and**
- **how results will be used to inform future implementation.**

The PPR Platform allows for assessment of the effectiveness of the implementation of the variance. Data, methodologies, and procedures regarding the collection of data will not change this year. Through the PPR Platform the DOE can track completion rates across districts, feedback provided to principals, and provide targeted support to evaluators to improve equitable implementation across the system.

**Principal School Visit Assurances**

**Please check each of the boxes below as applicable to all principals included in this principal school visit variance request.**

- Assure that the process for assigning points for the Principal School Visit category will be consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.**
- Assure that once all school visits are complete, the process for determining an overall Teacher Observation category score and rating will incorporate the evidence collected across all school visits to produce an overall Principal School Visit category rating on a HEDI scale.**
- Assure that it is possible for a principal to obtain any number of points in the applicable scoring ranges, including zero, in each subcomponent.**

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 10. PRINCIPALS: Overall Scoring - Variance Request

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Page Last Modified: 02/19/2021

**Variance Request**

LEAs may use this variance application to define the HEDI ranges for the Student Performance and/or Principal School Visit category that is different than those included in the Commissioner's regulations.

*Any principals not covered by this variance request*

**Please make the appropriate selection below.**

A variance is not requested for category ratings for principals.

**Annual Professional Performance Review - Variance, Education Law §3012-d**

Task 11. PRINCIPALS: Additional Requirements - Variance Request

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Page Last Modified: 02/04/2021

**Variance Request**

LEAs may use this variance application to develop a process for Principal Improvement Plans, appeals and/or training in a manner that differs from the process described in the Commissioner's regulations.

*Any principals not covered by this variance request*

**Choose the appropriate response below.**

- A variance is not requested for principal improvement plans, appeals, or training.
- The details of the variance request applicable to principal improvement plans, appeals, and/or training is described in the subsequent section.

Annual Professional Performance Review - Variance, Education Law §3012-d

Task 11. PRINCIPALS: Additional Requirements - Applicability

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Page Last Modified: 03/04/2021

**Applicable Principals**

Please indicate all principals to whom this additional requirements variance request applies.

To add configurations for additional principals, click "Add Row".

Grade From	Grade To
K	12

**Applicable Areas**

A variance may be requested for the following additional requirements for principals:

- A form for development of a Principal Improvement Plan,
- A timely and expeditious process for resolving educator's appeals to APPR ratings,
- A process for training all evaluators of applicable educators.

**Please indicate the additional requirements for which a variance is requested.**

- Principal Improvement Plans
- Training



**Annual Professional Performance Review - Variance, Education Law §3012-d**

Task 11. PRINCIPALS: Additional Requirements - Principal Improvement Plans

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Page Last Modified: 03/30/2021

**Principal Improvement Plan Forms**

As a required attachment to this APPR plan, upload the PIP forms that are used in the LEA.

PIPs\_SY20-21 only.pdf

**Annual Professional Performance Review - Variance, Education Law §3012-d**Task 11. PRINCIPALS: Additional Requirements - Training

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Page Last Modified: 03/04/2021

**Training of Lead Evaluators, Evaluators, Independent Evaluators, and Peer Principals and Certification of Lead Evaluators**

The process for training evaluators, including impartial and independent evaluators and peer principals, and certifying and re-certifying lead evaluators must include:

- 1) the process for training lead evaluators and evaluators, including impartial independent evaluators and peer principals;
- 2) the process for the certification and re-certification of lead evaluators;
- 3) the process for ensuring inter-rater reliability; and
- 4) the nature (content) and the approximate duration (how many hours, days) of such training.

**Training Assurance****Please check the box below.**

- The LEA assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a principal's evaluation. Note: independent evaluators and peer principals need only be trained on elements 1, 2, and 4 below.

**Training Procedures****Describe the process for training evaluators, including impartial and independent evaluators and peer principals, and certifying and re-certifying lead evaluators.**

Evaluators receive robust training; training for all evaluators address the nine (9) elements in the requirements of the Rules of the Board of Regents. For the purpose of Education Law §3012-d requirements concerning the certification of individuals who are evaluating principals, lead evaluators are defined as superintendents. By law, all evaluators must hold, at minimum, a School Building Leader license and lead evaluators must be certified annually. To be certified, all lead evaluators must participate in: informational sessions, norming and calibration training, and central trainings aligned to the core components of Education Law §3012-d and the required nine (9) elements as described in section 30-3.10 of the Rules of the Board of Regents. To be re-certified and ensure ongoing inter-reliability, all lead evaluators will be trained annually.

All lead evaluators participate in ongoing training and engage in activities designed to build evaluator capacity to: understand the observation/visit process requirements; implement evaluation policy; understand the principal practice rubric structures, levels of performance, and effective application of the rubric in the assessment of principal practice; and evidence-based observation techniques. Evaluators engage in norming and calibration exercises to support inter-rater reliability. Norming and calibration exercises that support inter-rater reliability include an analysis of calibrated evidence, a review of evidence from school-level artifacts, and simulations of leadership interviews. Using the principal practice rubric, participants discuss and analyze evidence and present rationale to inform and substantiate ratings for each indicator and then norm on shared understandings of evidence-based ratings. In the 2020-21 school year, new lead evaluators engage in at least 20 hours of training activities over the course of the school year; returning certified lead evaluators receive at least 10 hours.

**Annual Professional Performance Review - Variance, Education Law §3012-d**Task 11. PRINCIPALS: Additional Requirements - Variance Details & Assurances

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Page Last Modified: 03/17/2021

**Variance Details***Please read the questions below and answer each prompt in a concise manner.***Rationale****Please provide a rationale for this variance request.****> Your rationale should include information regarding the specific, identified needs and/or challenges of the LEA, and how such needs and/or challenges inform development of the variance request related to principal improvement plans, appeals, and/or training.**

Our existing policy and agreement with the Council of School Supervisors and Administrators (CSA) is to not use the last rating for Principal Improvement Plan (PIP) requirements, in cases where the principal did not receive a rating or was ineligible in prior years. Since no principals received a rating in SY2019-20, we will not require Principal Improvement Plans (PIP) for school year 2020-21. Superintendents and their deputies are continuing to provide targeted support to principals based on their needs.

**Standards and Procedures****Please provide a description of the standards and procedures that will be used in lieu of those included in the LEA's most recently approved evaluation plan.****> This description should include a specific, detailed explanation of the new and innovative approach that the LEA is seeking to implement as part of its variance request.****> This description should include, but not be limited to, a description of the alternate processes for additional requirements for principals that will be used to evaluate educators.**

Superintendents and their deputies are continuing to provide targeted support to principals based on their needs. The PIP process will resume in accordance with our APPR plan in school year 2021-22.

**Rigor****Please provide a description of how the LEA will ensure that evaluations are rigorous and enable strong and equitable inferences about the effectiveness of the LEA's educators.****> This description should include how rigor is achieved and maintained, including relevant processes and methodologies.****> This description may include, but is not limited to, how data will be used to draw inferences, including how the derived data informs decisions and guidance for the LEA's educators.**

The NYCDOE's evaluative rubric, components, evidence collection, and methodologies will not change in 2020-21 school year; as a result, the NYCDOE's standards for principal practice reflect the same level of rigor as in previous years.

Evaluators continue to have access to the PPR Platform, where school visit feedback and ratings can be entered and data can be used to draw inferences about principal practice, including strengths and areas for improvement, to inform principal support or district-wide priorities regarding leadership practice.

All lead evaluators continue to participate in ongoing training and engage in activities designed to build evaluator capacity to: understand the observation/visit process requirements; implement evaluation policy; understand the principal practice rubric structures, levels of performance, and effective application of the rubric in the assessment of principal practice; and evidence-based observation techniques. Evaluators engage in norming and calibration exercises to support inter-rater reliability. Norming and calibration exercises that support inter-rater reliability include an analysis of calibrated evidence, a review of evidence from school-level artifacts, and simulations of leadership interviews. Using the principal practice rubric, participants discuss and analyze evidence and present rationale to inform and substantiate ratings for each indicator and then norm on shared understandings of evidence-based ratings.

**Annual Professional Performance Review - Variance, Education Law §3012-d**Task 11. PRINCIPALS: Additional Requirements - Variance Details & Assurances

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Page Last Modified: 03/17/2021

**Professional Learning**

Please provide a description of how the LEA will use the information collected through the evaluation system, including the assigned effectiveness ratings, to provide personalized professional learning opportunities for educators.

> This description may include, but is not limited to, methodologies and procedures for:

- collecting information about educator effectiveness to inform professional learning,
- specific details regarding both the type(s) and extent of professional learning opportunities anticipated,
- processes for delivery of personalized learning opportunities, and
- use of data to measure the efficacy of such professional learning.

The data, methodologies, and procedures regarding the information collected through the evaluation system will not change this year. The PPR Platform allows the district to collect information about educator effectiveness to inform professional learning for school leaders.

**Effectiveness of Implementation**

Please provide a description of how the LEA will assess the effectiveness of the implementation of the variance.

> This description may include, but is not limited to, processes and procedures for:

- collection and analysis of both short- and long-term data,
- the standard(s) used to measure the effectiveness of implementation, and
- how results will be used to inform future implementation.

The PPR Platform allows for assessment of the effectiveness of the implementation of the variance. Data, methodologies, and procedures regarding the collection of data will not change this year. Through the PPR Platform the DOE can track completion rates across districts, feedback provided to principals, and provide targeted support to evaluators to improve equitable implementation across the system.

**Additional Requirements Assurances**

Please check each of the boxes below as applicable to all principals included in this additional requirements variance request.

- Assure that additional requirements for principals will be fulfilled consistent with the process described in the LEA's approved APPR plan and/or this variance application and in compliance with Education Law Section 3012-d.

**Annual Professional Performance Review - Variance, Education Law §3012-d**Task 12. Joint Certification of APPR Variance - Applicability and Certification

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Page Last Modified: 04/08/2021

**Applicability of Variance****Need for Variance****Please make the appropriate selection below.**

- 
- The submission of this variance application is prompted by the impact of COVID-19 on the LEA.

**Instructional Model**

- 
- The processes identified in this variance application need only apply if an in-person instructional model is implemented.
- 
- 
- The processes identified in this variance application need only apply if a remote instructional model is implemented.
- 
- 
- The processes identified in this variance application need only apply if a hybrid instructional model is implemented.
- 
- 
- The processes identified in this variance application apply regardless of the instructional model implemented.

**Variance Duration****An Annual Professional Performance Review Variance under Education Law §3012-d may be approved for up to THREE (3) years.****Please indicate below the school years to which this variance application will apply.****One, two, or three consecutive academic years may be selected.**

- 
- 2020-21

**Upload APPR Variance Certification Form**

*Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from Task 12 only.*

**Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Variance using the "Variance Certification Form" found in the 'Documents' menu on the left side of the page.**

APPR3012d\_VarianceCertificationForm\_040821.pdf



## **ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER IMPROVEMENT PLAN (TIP)**

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In order to strategically leverage our evaluators' time, resources, and capacity in an already truncated year due to the COVID-19 pandemic, we will not require TIPs in school year 2020-21. Principals will continue to provide support to teachers based on their needs. The TIP process will resume in accordance with our APPR plan in school year 2021-22.



## **ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) % PRINCIPAL IMPROVEMENT PLAN (PIP)**

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Our existing policy and agreement with the Council of School Supervisors and Administrators (CSA) is to not use the last rating for Principal Improvement Plan (PIP) requirements, in cases where the principal did not receive a rating or was ineligible in prior years. Since no principals received a rating in SY2019-20, we will not require Principal Improvement Plans (PIP) for school year 2020-21. Superintendents and their deputies are continuing to provide targeted support to principals based on their needs. The PIP process will resume in accordance with our APPR plan in school year 2021-22.

**APPR VARIANCE CERTIFICATION FORM: Please download, check the assurances, sign, and upload this form to complete the submission of your LEA's Annual Professional Performance Review (APPR) Variance, Education Law §3012-d application.**

Assurances: Please check the boxes below

- Assure that all information provided in this variance application is true and accurate as of the date that the variance application is submitted.
- Assure that once this application is approved by the Department, it shall be considered part of the LEA's approved APPR plan during the effective term of the variance.
- Assure that, upon a revocation or non-renewal of a variance application at the end of its effective term, the district shall implement its approved evaluation plan in its entirety and without modification, consistent with all requirements of Subpart 30-3.3 of the Rules of the Board of Regents, and absent any terms of the variance.
- Assure that, where applicable, collective negotiations have been completed on all provisions of this variance application that are subject to collective bargaining.

**Signatures, dates**

Superintendent Signature:

Date:

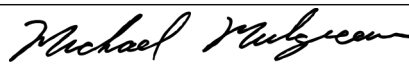
 4/7/21

Superintendent Name (print):

Meisha Paray

Teachers Union President Signature:

Date:



Teachers Union President Name (print):

Administrative Union President Signature:

Date:

 4/1/21

Administrative Union President Name (print):

Mark Cannizzaro

Board of Education President Signature:

Date:

Board of Education President Name (print):





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

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Commissioner of Education  
President of the University of the State of New York  
89 Washington Avenue, Room 111  
Albany, New York 12234

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March 14, 2019

**Revised**

Richard Carranza, Chancellor  
New York City Department of Education  
Tweed Courthouse  
52 Chamber Street  
New York, NY 10007

Dear Chancellor Carranza:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the Commissioner's Regulations and 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 plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers' or principals' overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

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,



MaryEllen Elia  
Commissioner

Attachment

**NOTE:**

Pursuant to sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 ELA and math State assessments and any State-provided growth scores. For the 2016-17 through 2018-19 school years, your district/BOCES must establish alternate SLOs for affected teachers and principals who, as a result of the above exclusions, have no remaining measures in the Student Performance Category.

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

**Annual Professional Performance Review - Education Law §3012-d****Task 1. General Information - Tasks 1.1, 1.2**

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Page Last Modified: 03/13/2019

**Task 1) Disclaimers**

For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance.

The Department will review the contents of each school district's/BOCES' Annual Professional Performance Review (APPR) plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's/BOCES' plan.

The Department reserves the right to request further information from a district/BOCES to monitor compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. As such, each district/BOCES is required to keep detailed records on file for each section of the currently implemented APPR plan. Such detailed records must be provided to the Department upon request. The Department reserves the right to disapprove or require modification of a district's/BOCES' plan that does not rigorously adhere to the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district/BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR plan approved by the Department. The Department also reserves the right to request further information from the school district/BOCES, as necessary, as part of its review of this plan.

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

**1.1) Assurances****Please check all of the boxes below**

- Assure that the content of this form represents the district's/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- Assure that a detailed version of the district's/BOCES' entire APPR plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- Assure that this APPR plan will be posted on the district/BOCES website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur.
- Assure that it is understood that this district's/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval.

**1.2) Submission Status**

**Is this a first-time submission under Education Law §3012-d or the submission of material changes to an APPR plan approved pursuant to Education Law §3012-d?**

Submission of material changes to an APPR plan approved pursuant to Education Law §3012-d

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)

Page Last Modified: 03/13/2019

**Task 2) Original Required Student Performance Subcomponent**

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance.

*100% of the Student Performance category if only the Required subcomponent is used or at least 50% when used with the Optional subcomponent.*

**(A) For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher’s students are covered under the State-provided growth measure, such teacher shall have a State-provided growth score based on such model.**

**(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher’s students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.**

**2.1) Assurances**

*Please note: NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores cannot be used for the purposes of providing transition scores and ratings during the 2015-16 through 2018-19 school years, and should be used for advisory purposes only until the 2019-20 school year. Alternate SLOs to be used during the 2016-17 through 2018-19 transition period should be entered in Task 2 (Transition).*

**Please check the boxes below.**

- Assure that the growth score provided by NYSED will be used, where required.
- Assure that, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all 4-8 ELA and Math teachers in the event that a State-provided growth score cannot be generated for that teacher.
- For the 2019-20 school year and thereafter, for any grade/subject that requires a back-up SLO, but for which there are not enough students, not enough scores, or data issues that prevent a teacher-specific SLO from being created, the superintendent or another trained administrator shall develop a school-wide back-up SLO using available State/Regents assessments.
- Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

**2.2) Grades 4-8 ELA and Math: Assessments (Original)**

**STATE-PROVIDED MEASURES OF STUDENT GROWTH**

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a growth score and rating. That rating will incorporate students' academic history compared to similarly academically achieving students and takes into consideration 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. While most teachers of 4-8 Common Branch, ELA and Math will have State-provided scores and ratings, some may teach other courses where there is no State-provided growth measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score and rating from the State for the full Student Performance category of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Student Performance category of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See APPR Guidance and SLO Guidance for more detail on teachers with State-provided growth measures and SLOs.)

For the 2019-20 school year and thereafter, for those teachers who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that teacher.

**Using the drop-down boxes below, please select the assessment(s) that will be used for the back-up SLOs for the grade/subject listed beginning in the 2019-20 school year.**

	<b>Grade 4 ELA</b>	<b>Grade 4 Math</b>
State Assessment	Grade 4 ELA	Grade 4 Math

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)

Page Last Modified: 03/13/2019

	<b>Grade 5 ELA</b>	<b>Grade 5 Math</b>
State Assessment	Grade 5 ELA	Grade 5 Math

	<b>Grade 6 ELA</b>	<b>Grade 6 Math</b>
State Assessment	Grade 6 ELA	Grade 6 Math

	<b>Grade 7 ELA</b>	<b>Grade 7 Math</b>
State or Regents Assessment(s)	Grade 7 ELA	Grade 7 Math; Algebra I, Geometry and Algebra II Regents

	<b>Grade 8 ELA</b>	<b>Grade 8 Math</b>
State or Regents Assessment(s)	Grade 8 ELA	Grade 8 Math; Algebra I, Geometry and Algebra II Regents

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.3 (3 ELA/Math), 2.4 (4/8 SCI)

Page Last Modified: 03/13/2019

**2.3) Grade 3 ELA and Math: Assessments (Original)**

**STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (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 grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated 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 for students taking such assessments:**

- State assessments (or Regents or Regent equivalents), *required if one exists*

**Using the drop-down boxes below, please select the assessment that will be used for the SLOs for the grade/subject listed.**

	Grade 3 ELA	Grade 3 Math
State Assessment	Grade 3 ELA	Grade 3 Math

**2.4) Grades 4 and 8 Science: Assessments (Original)**

**STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (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 grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated 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 for students taking such assessments:**

- State assessments (or Regents or Regent equivalents), *required if one exists*

**Using the drop-down boxes below, please select the assessment(s) that will be used for the SLOs for the grade/subject listed.**

	Grade 4 Science	Grade 8 Science
State or Regents Assessment(s)	Grade 4 Science	Grade 8 Science, Living Environment and Earth Science Regents

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

Page Last Modified: 03/13/2019

**2.5) High School Courses Ending in a Regents Exam: Assessments (Original)**

Note: Additional high school courses may be included in the "All Other Courses" section of this form (Task 2.10).

**STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (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 grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies associated 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 for students taking such assessments:

- State assessments (or Regents or Regent equivalents), *required if one exists*

Using the drop-down boxes below, please select the assessment(s) that will be used for the SLOs for the grade/subject listed.

	<b>Global 2</b>	<b>US History</b>
Regents Assessment	Global 2 Regents	US History Regents

	<b>Living Environment</b>	<b>Earth Science</b>	Chemistry	Physics
Regents Assessment	Living Environment Regents	Earth Science Regents	Chemistry Regents	Physics Regents

	<b>Algebra I</b>	<b>Geometry</b>	<b>Algebra II/Trigonometry</b>
Regents Assessment(s)	Algebra I Regents	Geometry Regents	Algebra II Regents

**2.6) High School English Language Arts Courses: Measures and Assessments (Original)**

Note: Additional high school English Language Arts courses may be included in the "All Other Courses" section of this form (Task 2.10).

**STUDENT LEARNING OBJECTIVES: High School English Language Arts**

For guidance on SLOs, see NYSED SLO Guidance.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (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 high school English Language Arts, the following must be used as the evidence of student learning within the SLO:

- The New York State ELA Regents assessment is required in at least one year of high school English Language Arts with a teacher-specific measure in the grade-level ELA course that ends in the ELA Regents assessment.

For grade levels where the Regents exam is not administered:

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

Page Last Modified: 03/13/2019

- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- The New York State ELA Regents assessment;
- Any other State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

**Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed. Please do not select "All Regents given in the building/district" in addition to individual Regents exams.**

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
9 ELA	Teacher-specific results	ELA Regents	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Scantron Performance Series
10 ELA	Teacher-specific results	<input checked="" type="checkbox"/> ELA Regents	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Scantron Performance Series
11 ELA	Teacher-specific results	<input checked="" type="checkbox"/> ELA Regents	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Scantron Performance Series
12 ELA	Teacher-specific results	<input checked="" type="checkbox"/> ELA Regents	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Scantron Performance Series



Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Task 2.7 (K-2 ELA/Math)

Page Last Modified: 03/13/2019

**2.7)Grades K-2 ELA and Math: Measures and Assessments (Original)**

**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (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 grades K-2 ELA/math, district-determined assessments from options below may be used as evidence of student learning within the SLO:**

- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

**Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.**

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K ELA	Teacher-specific results		<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment
K Math	Teacher-specific results		<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Scantron Performance Series
1 ELA	Teacher-specific results		<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment
1 Math	Teacher-specific results		<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Scantron Performance Series
2 ELA	Teacher-specific results		<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Degrees of

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Task 2.7 (K-2 ELA/Math)

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Page Last Modified: 03/13/2019

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
				Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment
2 Math	Teacher-specific results		<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Scantron Performance Series

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)

Page Last Modified: 03/13/2019

**2.8) Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)**

**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (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 grades 6-7 science and grades 6-8 social studies, district-determined assessments from options below may be used as evidence of student learning within the SLO:**

- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

**Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.**

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
6 Science	Teacher-specific results	<input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Scantron Performance Series
7 Science	Teacher-specific results	<input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Scantron Performance Series
6 Social Studies	Teacher-specific results	<input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents	<input checked="" type="checkbox"/> NYCDOE	
7 Social Studies	Teacher-specific results	<input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents	<input checked="" type="checkbox"/> NYCDOE	
8 Social Studies	Teacher-specific results	<input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents	<input checked="" type="checkbox"/> NYCDOE	

**2.9) Regents Global Studies 1: Measure and Assessment(s) (Original)**

Note: Additional high school social studies courses may be included in the “All Other Courses” section of this form (Task 2.10).

**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance.

**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)

Page Last Modified: 03/13/2019

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (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 Global Studies 1, district-determined assessments from options below may be used as evidence of student learning within the SLO:**

- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- The New York State Global 2 Regents assessment;
- Any other State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

**Using the table below, please select the measure and assessment(s) that will be used for SLOs for Global Studies 1.**

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
Global 1	Teacher-specific results		<input checked="" type="checkbox"/> NYCDOE	

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

Page Last Modified: 03/13/2019

**2.10) All Other Courses (Original)**

**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (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 courses that end in a State or Regents assessment:**

- The State or Regents assessment must be used as the evidence of student learning within the SLO for students taking such assessments.

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

- School- or program-wide, group, team, or linked results; or district- or BOCES-wide results with:
- State assessment(s);
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments; or
- Teacher-specific results with assessment(s) approved for the specific course and grade level that are:
- District-determined assessments from the list of State-approved 3rd party assessments; or
- State-approved district, regional or BOCES-developed assessments.

**Fill in the following, as applicable, for all other teachers in additional grades/subjects that have SLOs** (you may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same including, for example, "All courses not named above"):

**Column 1: lowest grade that corresponds to the course**

**Column 2: highest grade that corresponds to the course**

**Column 3: subject of the course**

**Column 4: measure used**

**Columns 5-6: assessment(s) used**

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-6) assessment(s)
All Other Courses	K	12	All courses not named above	District- or BOCES-wide results	ELA Regents, Algebra I Regents
K-3 Art	K	3	Art	Teacher-specific results	Questar III BOCES
Grades 9-12 English Electives	9	12	English Electives	School- or program-wide, group, team, or linked results	All Regents given in building/district

**To add additional courses, click "Add Row".**

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	12	All courses not named above	School- or program-wide	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
			group, team, or linked results	<input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	All courses not named above	Teacher-specific results		<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
						<input type="checkbox"/> FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	English Electives	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	Math Electives	School- or program-wide group, team,	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific)

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
			or linked results	<input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		<input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	Science	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST



Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
				Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		<input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	Science Electives	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	Social Studies	School- or	<input checked="" type="checkbox"/> Grade 3 ELA	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
			program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		(Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	Social Studies Electives	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific)

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
				<ul style="list-style-type: none"> <li>Regents</li> <li><input checked="" type="checkbox"/> Algebra II</li> <li>Regents</li> <li><input checked="" type="checkbox"/> Living Environment</li> <li>Regents</li> <li><input checked="" type="checkbox"/> Earth Science</li> <li>Regents</li> <li><input checked="" type="checkbox"/> Chemistry</li> <li>Regents</li> <li><input checked="" type="checkbox"/> Physics Regents</li> <li><input checked="" type="checkbox"/> Global 2 Regents</li> <li><input checked="" type="checkbox"/> US History</li> <li>Regents</li> <li><input checked="" type="checkbox"/> NYSAA</li> <li><input checked="" type="checkbox"/> NYSESLAT</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SANDI-FAST</li> <li><input checked="" type="checkbox"/> Scantron Performance Series</li> <li><input checked="" type="checkbox"/> TCRWP Running Records Assessment</li> <li><input checked="" type="checkbox"/> WebABLLS</li> </ul>
K	12	Special Education	Teacher-specific results	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> NYSAA</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SANDI-FAST</li> <li><input checked="" type="checkbox"/> WebABLLS</li> </ul>
K	12	Special Education	School- or program-wide group, team, or linked results	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Grade 3 ELA</li> <li><input checked="" type="checkbox"/> Grade 4 ELA</li> <li><input checked="" type="checkbox"/> Grade 5 ELA</li> <li><input checked="" type="checkbox"/> Grade 6 ELA</li> <li><input checked="" type="checkbox"/> Grade 7 ELA</li> <li><input checked="" type="checkbox"/> Grade 8 ELA</li> <li><input checked="" type="checkbox"/> Grade 3 Math</li> <li><input checked="" type="checkbox"/> Grade 4 Math</li> <li><input checked="" type="checkbox"/> Grade 5 Math</li> <li><input checked="" type="checkbox"/> Grade 6 Math</li> <li><input checked="" type="checkbox"/> Grade 7 Math</li> <li><input checked="" type="checkbox"/> Grade 8 Math</li> <li><input checked="" type="checkbox"/> Grade 4 Science</li> <li><input checked="" type="checkbox"/> Grade 8 Science</li> <li><input checked="" type="checkbox"/> ELA Regents</li> <li><input checked="" type="checkbox"/> Algebra I Regents</li> <li><input checked="" type="checkbox"/> Geometry Regents</li> <li><input checked="" type="checkbox"/> Algebra II Regents</li> <li><input checked="" type="checkbox"/> Living Environment Regents</li> <li><input checked="" type="checkbox"/> Earth Science Regents</li> <li><input checked="" type="checkbox"/> Chemistry Regents</li> <li><input checked="" type="checkbox"/> Physics Regents</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> NYCDOE</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Certiport (Content-specific)</li> <li><input checked="" type="checkbox"/> Degrees of Reading Power</li> <li><input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System</li> <li><input checked="" type="checkbox"/> NOCTI (Course-Specific)</li> <li><input checked="" type="checkbox"/> SANDI-FAST</li> <li><input checked="" type="checkbox"/> Scantron Performance Series</li> <li><input checked="" type="checkbox"/> TCRWP Running Records Assessment</li> </ul>

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
				<input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		<input checked="" type="checkbox"/> WebABLLS
K	12	ELL	Teacher-specific results	<input checked="" type="checkbox"/> NYSESLAT		
K	12	ELL	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	2	English	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
				<input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		<input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
9	12	English	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
				<input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		<input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	2	Math	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
9	12	Math	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
				<input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS

**2.11) HEDI Scoring Bands**

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

**2.12) Teachers with More Than One Growth Measure (Original)**

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance.

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one 0-20 score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Common branch teacher with State-provided growth measures for both ELA and Math in grade 4; middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts/BOCES

**Annual Professional Performance Review - Education Law §3012-d****Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14**

Page Last Modified: 03/13/2019

must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO).

**2.13) Assurances**

For guidance on SLOs and the development of back-up SLOs, please see NYSED APPR Guidance and SLO Guidance.

**Please check the boxes below.**

- Assure that the teacher has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- Assure that all growth targets are approved by the superintendent or another trained administrator.
- Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- Assure that if a teacher's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 2.11, then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
- Assure that processes are in place for the superintendent to monitor SLOs.
- Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

**2.14) Use of the Optional Subcomponent and Student Performance Category Weighting**

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

**Please indicate if the Optional subcomponent will be used by making the appropriate selection below.**

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.



Annual Professional Performance Review - Education Law §3012-d

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

Page Last Modified: 03/13/2019

**Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)**

*The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*

For guidance on the Required subcomponent of the Student Performance category or guidance on the use of alternate SLOs during the transition period, see NYSED APPR Guidance.

**During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, grades 3-8 NYS ELA/math assessments and any State-provided growth scores may only be used for advisory purposes and may not be used for the purpose of calculating transition scores and ratings.**

If grades 3-8 ELA/math State assessments and any State-provided growth scores are the entirety of the Student Performance category, districts/BOCES must also develop an alternate SLO based on assessments that are not grade 3-8 ELA/math State assessments and/or on State-provided growth scores for the Required subcomponent of the Student Performance category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

**2.2-2.10) Alternate SLOs (Transition Period, 2016-17 through 2018-19)**

**Using the table below, please first select a measure and assessment(s) that will be used for the alternate SLO during the 2016-17 through 2018-19 school years, then indicate the applicable courses. If all other courses listed in Original Task 2.10 are using Alternate SLOs, and such Alternate SLOs will be based on the same measures and assessments, please select "Other Courses as listed in Original Task 2.10" in the Applicable Course(s) column.**

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
Teacher-specific results	<input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS	<input checked="" type="checkbox"/> 3 ELA <input checked="" type="checkbox"/> 3 Math <input checked="" type="checkbox"/> 4 ELA <input checked="" type="checkbox"/> 4 Math <input checked="" type="checkbox"/> 5 ELA <input checked="" type="checkbox"/> 5 Math <input checked="" type="checkbox"/> 6 ELA <input checked="" type="checkbox"/> 6 Math <input checked="" type="checkbox"/> 7 ELA <input checked="" type="checkbox"/> 7 Math <input checked="" type="checkbox"/> 8 ELA <input checked="" type="checkbox"/> 8 Math
School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS	<input checked="" type="checkbox"/> 3 ELA <input checked="" type="checkbox"/> 3 Math <input checked="" type="checkbox"/> 4 ELA <input checked="" type="checkbox"/> 4 Math <input checked="" type="checkbox"/> 5 ELA <input checked="" type="checkbox"/> 5 Math <input checked="" type="checkbox"/> 6 ELA <input checked="" type="checkbox"/> 6 Math <input checked="" type="checkbox"/> 7 ELA <input checked="" type="checkbox"/> 7 Math <input checked="" type="checkbox"/> 8 ELA <input checked="" type="checkbox"/> 8 Math

Annual Professional Performance Review - Education Law §3012-d

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

Page Last Modified: 03/13/2019

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
	<input checked="" type="checkbox"/> NYSESLAT			
Teacher-specific results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS	<input checked="" type="checkbox"/> 4 ELA <input checked="" type="checkbox"/> 4 Math <input checked="" type="checkbox"/> 8 ELA <input checked="" type="checkbox"/> 8 Math

**2.10) Alternate SLOs: All Other Courses (Transition Period, 2016-17 through 2018-19)**

If the option, "Other Courses as listed in Original Task 2.10" does not apply, please leave that box unchecked in the table above and use the table below to add courses.

You may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same including, for example, "All courses not named above."

For other courses indicate the following:

Column 1: lowest grade that corresponds to the course

Column 2: highest grade that corresponds to the course

Column 3: subject of the course

Column 4: measure used

Columns 5-6: assessment(s) used

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-6) assessment(s)
All Other Courses	K	12	All courses not named above	District- or BOCES-wide results	ELA Regents, Algebra I Regents
K-3 Art	K	3	Art	Teacher-specific results	Questar III BOCES
Grades 9-12 English Electives	9	12	English Electives	School- or program-wide, group, team, or linked results	All Regents given in building/district

Please note: NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores may only be used for advisory purposes during the transition period and cannot be used for calculating transition scores and ratings during the 2015-16 through 2018-19 school years. If such assessments are selected for the original SLO and there are not remaining measures in the Student Performance category for an educator, an alternate SLO must be included for that educator here.

Annual Professional Performance Review - Education Law §3012-d

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	12	All courses not named above	Teacher-specific results	<input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	All courses not named above	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-

Annual Professional Performance Review - Education Law §3012-d

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
				Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		<input checked="" type="checkbox"/> FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	English Electives	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	Math Electives	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading

Annual Professional Performance Review - Education Law §3012-d

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
				<input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		<input checked="" type="checkbox"/> Power Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	Science	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running

Annual Professional Performance Review - Education Law §3012-d

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
						Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	Science Electives	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	Social Studies	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment

Annual Professional Performance Review - Education Law §3012-d

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
				<input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		<input checked="" type="checkbox"/> nt System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	Social Studies Electives	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	Special	School- or	<input checked="" type="checkbox"/> Grade 4 Science	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport

Annual Professional Performance Review - Education Law §3012-d

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
		Education	program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		(Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	12	ELL	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron



Annual Professional Performance Review - Education Law §3012-d

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
				<input checked="" type="checkbox"/> NYSESLAT		Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	2	English	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> STAR Reading <input checked="" type="checkbox"/> TCRWP Running Records Assessment
9	12	English	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas

Annual Professional Performance Review - Education Law §3012-d

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
				<input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	2	Math	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment

Annual Professional Performance Review - Education Law §3012-d

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

Page Last Modified: 03/13/2019

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
						nt <input checked="" type="checkbox"/> WebABLLS
9	12	Math	School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT	<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Certiport (Content-specific) <input checked="" type="checkbox"/> Degrees of Reading Power <input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> NOCTI (Course-Specific) <input checked="" type="checkbox"/> SANDI-FAST <input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS

**2.11) HEDI Scoring Bands**

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

**2.12) Teachers with More Than One Growth Measure (Transition)**

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance.

**Annual Professional Performance Review - Education Law §3012-d**

**Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs**

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Page Last Modified: 03/13/2019

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.

**Annual Professional Performance Review - Education Law §3012-d****Task 3.1. Optional Subcomponent Use (Teachers) - Task 3.1 (Subcomponent Use and Weighting)**

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Page Last Modified: 03/13/2019

**Task 3) Optional Student Performance Subcomponent**

For guidance on the Optional subcomponent of the Student Performance measure, see NYSED APPR Guidance.

*Up to 50% of Student Performance category, if selected.*

Such second measure shall apply in a consistent manner, to the extent practicable, across all classrooms in the same grade/subject in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that the State-provided growth measure is different than that used in the Required subcomponent, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

**3.1) Use of the Optional Subcomponent of the Student Performance Category**

**Please indicate if the Optional subcomponent will be used by making the appropriate selection below.**

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any teacher.

Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

Page Last Modified: 03/13/2019

For guidance on the Teacher Observation category, see NYSED APPR Guidance.

**4.1) Teacher Practice Rubric**

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on the observable NYS Teaching Standards.

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
District Variance	(No Response)

**4.2) Assurances**

Please check all of the boxes below.

- Assure that all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations.
- Assure that the process for assigning points for the Teacher Observation category will be in compliance with the locally-determined subcomponent weights and overall Observation category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year as indicated in Task 4.1 above.
- Assure that the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year.

**4.3) Process for Weighting Rubric Domains/Subcomponents**

For guidance on the Teacher Observation category, see NYSED APPR Guidance.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

At the end of the school year, overall component scores shall be created for each of the eight (8) observable components. The overall component scores shall be the average of each rated component. Please note: each component of the rubric will be scored on a 1-4 scale. However; in the event that an educator receives a score of one (1) on all rated components across all observations, a score of zero (0) will be assigned. In addition, please note: to the extent that artifacts are used within Observation Option PROSE, they will only be used to the extent that they consist of evidence of an otherwise observable rubric component (see further information in attached Additional Documentation for 4.7). An overall MOTP score, on a scale of 0-4, will then be calculated and shall be the basis for the Teacher Observation Category component, with the following weights applied: A weighted average of all component scores from the principal/other trained school-based administrator (accounting for 90% of the MOTP score) and the Impartial Independent Trained Evaluators (“Independent Evaluators”) (accounting for 10% of the MOTP score). These will then be converted to the associated MOTP HEDI rating using the Teacher Observation Category Conversion Chart, as described in Task 4.4. Each component’s weighted average for the principal/other trained school-based administrator MOTP score is included below: 1a (5%), 1e (5%), 2a (17%), 2d (17%), 3b (17%), 3c (17%), 3d (17%), 4e (5%). Each component’s weighted average for the Independent Evaluator MOTP score is included below: 1a (5%), 1e (5%), 2a (18%), 2d (18%), 3b (18%), 3c (18%), 3d (18%). If components in domains 1 and 4 are unable to be rated by the Independent Evaluator, their weights will be equally distributed among the remaining components. Additional information on the scoring of Observation Option PROSE is in attached Additional Documentation for 4.7.

**4.4) Calculating Observation Ratings**

Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

Page Last Modified: 03/13/2019

**Assurances**

**Please check each of the boxes below.**

- Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified in task 4.5 below, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

**Please also check each of the following boxes.**

- Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(d)(2)(i)(b)(1) of the Rules of the Board of Regents.
- Assure that if the district/BOCES is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(d)(2)(i)(b)(2) of the Rules of the Board of Regents.

**Teacher Observation Scoring Bands**

	<b>Overall Observation Category Score and Rating</b>	
	Minimum	Maximum
<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	1.49 to 1.74

**HEDI Ranges**

Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.51	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.51	3.50

Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

Page Last Modified: 03/13/2019

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.75	2.50

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.74

**4.5) Teacher Observation Subcomponent Weighting**

**Required Subcomponents:**

- Observations by Principal(s) or Other Trained Administrators: At least 80% of the Teacher Observation category score
- Observations by Impartial Independent Trained Evaluator(s)\*: At least 10%, but no more than 20%, of the Teacher Observation category score

**Optional Subcomponent:**

- Observations by Trained Peer Observer(s): No more than 10% of the Teacher Observation category score when selected

Please be sure the total of the weights indicated equals 100%.

*\* If the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator.*

**Please indicate the weight of each observation type and be sure the total of the weights indicated equals 100%.**

Required - Principal/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grades and subjects for which Peer Observers will be used
90%	10%	N/A	(No Response)

**4.6) Assurances**

**Please check all of the boxes below.**

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.
- Assure that, if observations are being conducted by trained peer observer(s), these teacher(s) received an overall rating of Effective or Highly Effective in the previous school year.
- Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; and/or use of professional goal-setting as evidence of teacher effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- Assure that at least one of the required observations will be unannounced.

**4.7) Number and Method of Observations**

**Indicate the minimum number of unannounced and announced observations for each type of observer, as well as the method of observation, in the tables below.**

**Tenured Teachers**



Annual Professional Performance Review - Education Law §3012-d

Task 4. Teacher Observation Category - Tasks 4.1-4.6

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Page Last Modified: 03/13/2019

	Required - Principal/Administrator: Minimum observations	Required - Principal/Administrator: Observation method	Required - Independent Evaluator(s): Minimum observations	Required - Independent Evaluator(s): Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	1	Both	0	Both	0	N/A
Announced	0	Both	0	Both	0	N/A

**Probationary Teachers**

	Required - Principal/Administrator: Minimum observations	Required - Principal/Administrator: Observation method	Required - Independent Evaluator(s): Minimum observations	Required - Independent Evaluator(s): Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	1	Both	0	Both	0	N/A
Announced	0	Both	0	Both	0	N/A

Annual Professional Performance Review - Education Law §3012-d

Task 5. Overall Scoring (Teachers) - Tasks 5.1-5.3

Page Last Modified: 03/13/2019

For guidance on APPR scoring, see NYSED APPR Guidance.

**5.1) Scoring Ranges**

**Student Performance Category**

HEDI ratings must be assigned based on the point distribution below.

**Teacher Observation**

HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

Overall Student Performance Category Score and Rating		
	Minimum	Maximum
<b>H</b>	18	20
<b>E</b>	15	17
<b>D</b>	13	14
<b>I</b>	0	12

Overall Observation Category Category Score and Rating		
	Minimum	Maximum
<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	1.49 to 1.74

**5.2) Scoring Matrix for the Overall Rating**

		Teacher Observation Category			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance Category	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

\* If a teacher is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional subcomponent of the Student Performance category, the teacher can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

**5.3) Assurances**

Please check all of the boxes below.

- Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that it is possible to obtain a zero in each subcomponent.
- Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.
- Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same school district, each of whom received an Ineffective rating under Education Law §3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the district has a Department-approved waiver from this requirement.

**Annual Professional Performance Review - Education Law §3012-d****Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9**

Page Last Modified: 03/13/2019

For more information on the additional requirements for teachers, see NYSED APPR Guidance.

**6.1) Assurances: Teacher Improvement Plans****Please check each of the boxes below.**

- Assure that the district/BOCES will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive a Developing or Ineffective rating by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.
- Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, 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.

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

All TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, must include:

- 1) identification of needed areas of improvement;
- 2) a timeline for achieving improvement;
- 3) the manner in which the improvement will be assessed;and, where appropriate,
- 4) differentiated activities to support a teacher's improvement in those areas.

**As a required attachment to this APPR plan, upload the TIP forms that are used in the school district/BOCES.**

6.2 Attachment\_TIP Forms.pdf

**6.3) Assurance: Appeals****Please check the box below.**

- Assure the district/BOCES has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

**6.4) Appeals**

Pursuant to Education Law§3012-d, a teacher may only challenge the following in an appeal to their district/BOCES:

- (1) the substance of the annual professional performance review;which shall include the following:
  - (i) in the instance of a teacher rated Ineffective on the StudentPerformance category, but rated Highly Effective ontheObservationcategory based on an anomaly, as determined locally;
- (2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law§3012-d;
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law 3012-d and Subpart 30-3 of the Rules of the Board of Regents; and
- (4) the school district's/BOCES' issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

**Annual Professional Performance Review - Education Law §3012-d**

## Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

Page Last Modified: 03/13/2019

**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(5-a) as made applicable by Education Law §3012-d(15) and subpart 30-3 of the Rules of the Board of Regents, and the parties' agreement, teachers 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-d; (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 four (4) hours, with each side having up to two (2) hours to present its case. Cross-examination shall count toward the cross-examining party's two (2) hours. Breaks requested by either party during the hearing shall count against the requesting party's two (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 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. The UFT may also appeal to the panel the ratings of tenured teachers who received an overall annual rating of Developing, subject to all of the same procedures that apply to the current panel appeals process. At no point shall the total number of Panel Appeals (of both Developing and Ineffective ratings) exceed 13% of the total number of Ineffective annual ratings for that school year and at no point shall the total number of Chancellor's and Panel Appeals exceed the total number of Ineffective ratings for that school year.

**Initiation of Panel Appeals:** In accordance with Education Law §3012-c(5-a) as made applicable by Education Law §3012-d(15) and subpart 30-3 of the Rules of the Board of Regents, the UFT may appeal to a three-member panel the Ineffective and/or Developing ratings of up to 13 percent of teachers who received 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 or Developing 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 three-member panel shall consist of a person selected by the UFT; a person selected by the Chancellor of the NYCDOE;

**Annual Professional Performance Review - Education Law §3012-d****Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9**

Page Last Modified: 03/13/2019

and an independent person who is not affiliated with the UFT or NYCDOE. The independent panel member jointly selected by the UFT/NYCDOE shall be the chair of the panel and shall conduct the panel appeal hearing.

Notification of Ineffective and Developing Ratings, Determination of 13 Percent, and Commencement of Panel Appeals: The Chancellor shall notify the UFT of all Ineffective and Developing 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 or Developing 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 and/or Developing 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 and/or Developing rating being challenged must also be submitted with the appeal.

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

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

Scheduling and Conducting Panel Hearings: NYCDOE must schedule all panel appeals to occur within the school year in which they are filed, including summer and excluding recess periods. Panel hearings will last no more than four (4) hours, with each side having up to two (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 two (2) hours. Breaks requested by either party during the hearing shall count against the requesting party's two (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, in accordance with Education Law §3012-c(5-a) as made applicable by Education Law §3012-d(15) and subpart 30-3 of the Rules of the Board of Regents. The independent validator shall conduct three (3) informal observations during the course of the school year, all of which may be unannounced and use all components of domains 2 and 3 of the NYC MOTP 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. In order 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 plan and are needed to implement the Chancellor's appeals or the panel appeals pursuant to Education Law §3012-c(5-a) as made applicable by Education Law §3012-d(15) and subpart 30-3 of the Rules of the Board of Regents, 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.

**6.5) Assurance: Evaluators****Please check the box below.**

- The district/BOCES assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a teacher's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

**Annual Professional Performance Review - Education Law §3012-d****Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9**

Page Last Modified: 03/13/2019

**6.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators**

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators must include:

- 1) the process for training lead evaluators and evaluators, including impartial independent observers and peer observers;
- 2) the process for the certification and re-certification of lead evaluators;
- 3) the process for ensuring inter-rater reliability; and
- 4) the nature (content) and the duration (how many hours, days) of such training.

**Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.**

Evaluators receive robust training; training for all evaluators address the nine (9) elements in the requirements of the Rules of the Board of Regents. At a minimum, Independent Evaluators will receive necessary training over the course of one day that addresses the three (3) elements required by 30-3.10(c) of the Rules of the Board of Regents. Through joint scoring of normed lessons and other activities, Independent Evaluators will maintain inter-rater reliability consistent with district expectations.

Principals, as lead evaluators, are responsible for determining a teacher's annual MOTP rating. All evaluators receive ongoing job-embedded implementation support from Teacher Development and Evaluation Coaches (TDECs). This support focuses on helping school leaders support teachers with understanding the rubric and developing their practice, and also guides school leaders through the process of teacher evaluation. In addition, principals must complete recertification training annually in order to serve as lead evaluators. For a returning principal to achieve re-certification annually s/he must meet the following criteria:

- 1) Participate in Job-Embedded Support (5 hours). Job-embedded support includes two visits with a TDEC, focused on inter-rater reliability and support to implement *Advance* while engaging teachers in the process. Principals in turn are responsible to ensure inter-rater reliability within their school leadership teams.
- 2) Participate in a video review of teaching practice facilitated by a TDEC.

Principals who have not completed initial certification as lead evaluators (for example, new principals) must complete the requirements above and also meet the following criteria:

- 3) Participate in Additional Job-Embedded Support (2.5 hours). This additional visit with a TDEC will focus on an introduction to *Advance* policy and focus on inter-rater reliability across the school leadership team and support to implement *Advance*.

Documentation of completed training are used to determine which evaluators are certified or re-certified, as appropriate.

**6.7) Assurances: Teacher Evaluation****Please check all of the boxes below.**

- Assure that the district/BOCES shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that teachers will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any teacher's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any district or regionally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide teachers whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers with their original composite rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.

**Annual Professional Performance Review - Education Law §3012-d**Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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Page Last Modified: 03/13/2019

**6.8) Assurances: Assessments****Please check all of the boxes below.**

- Assure that, where applicable, if students take more than one version of the Regents assessment for a particular content area, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- Assure that 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 required annual instructional hours for the grade.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- Assure that, where there is more than one version of a Regents assessment for a content area, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

**6.9) Assurances: Data****Please check all of the boxes below.**

- 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.
- Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- Assure scores and ratings for all teachers will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.

Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

Page Last Modified: 03/13/2019

**Task 7) Original Required Student Performance Subcomponent**

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance.

**100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent**

**(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.**

**(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.**

**7.1) State-Provided Measures of Student Growth (Original)**

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments for which there is a State growth model (e.g., K-5, K-6, 6-8, 6-12, 9-12, etc.).

For principals where less than 30% of their students are covered under a State-provided growth measure, please use Task 7.2.

For the 2015-16 through 2018-19 school years, principals of buildings or programs that include all of grades 9-12 who receive State-provided growth scores based on Regents assessments set back-up SLOs based on Regents assessments.

For the 2019-20 school year and thereafter, for those principals who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that principal. Principals of buildings or programs that include all of grades 9-12 who receive State-provided growth scores based on Regents assessments should continue to set back-up SLOs based on Regents assessments in the 2019-20 school year and thereafter.

**Please list the grade configurations of the schools or principals where State-provided growth measures will apply beginning in the 2019-20 school year (please list, e.g., K-5, K-6, 6-8, 6-12, 7-12, 9-12). For each configuration, also indicate assessment(s) used for back-up SLOs.**

**For each grade configuration indicate the following:**

**Column 1: lowest grade that corresponds to the building or program**

**Column 2: highest grade that corresponds to the building or program**

**Column 3: assessment(s) used**

*Follow the examples below.*

	(1) lowest grade	(2) highest grade	(3) assessment(s)
Grades K-6 Building	K	6	NYS Grade 4 ELA, NYS Grade 5 ELA, NYS Grade 6 ELA, NYS Grade 4 Math, NYS Grade 5 Math, NYS Grade 6 Math
Grades 7-12 Building	7	12	Grade 7 ELA, Grade 7 Math, Grade 8 ELA, Grade 8 Math, All applicable Regents assessments which are used to generate the principal's State-provided growth score



Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

Page Last Modified: 03/13/2019

Using the table below, please select the assessment(s) that will be used for the back-up SLOs beginning in the 2019-20 school year for each grade configuration listed. The SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

Grade From	Grade To	State or Regents Assessment(s)
K	5	<input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math
6	8	<input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math
K	8	<input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math
K	12	<input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> All applicable Regents assessments which are used to generate the principal's State-provided growth score
6	12	<input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> All applicable Regents assessments which are used to generate the principal's State-

Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

Page Last Modified: 03/13/2019

Grade From	Grade To	State or Regents Assessment(s)
		provided growth score
9	12	<input checked="" type="checkbox"/> All applicable Regents assessments which are used to generate the principal's State-provided growth score

**7.1) Assurances**

**Please check the boxes below.**

- Assure that the growth score provided by NYSED will be used, where required.
- Assure that, for principals of buildings that do not include all of grades 9-12, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator in the event that a State-provided growth score cannot be generated for that principal and that principals of buildings that include all of grades 9-12 will have back-up SLOs set by the superintendent or another trained administrator in all school years.
- Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

Page Last Modified: 03/13/2019

**7.2) Student Learning Objectives (Original)**

For guidance on SLOs, see NYSED SLO Guidance.

**SLOs must be used for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, math, and/or high school courses with State or Regents assessments. SLOs will be developed using the following rules:**

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs must begin first with the SGResults.
- Additional SLOs must then be set based on grades/subjects with State assessments for which there is no State-provided growth measure, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school- or district-wide student results from one of the following assessment options:
  - State or Regents assessments;
  - State-approved 3rdparty assessment; or
  - State-approveddistrict, regionally, or BOCES-developedcourse-specificassessment.

**For each grade configuration indicate the following:**

**Column 1: lowest grade that corresponds to the building or program**

**Column 2: highest grade that corresponds to the building or program**

**Column 3: measure used**

**Column 4: assessment(s) used**

*Follow the examples below.*

	(1) lowest grade	(2) highest grade	(3) measure	(4) assessment(s)
Grades K-2 Building	K	2	District- or BOCES-wide results	ELARegents, Algebra IRegents, Living EnvironmentRegents, Global 2Regents, US HistoryRegents
Grades 11-12 Building	11	12	Principal-specificresults	ELARegents, US HistoryRegents

**Using the table below, please select the measure and assessment(s) that will be used for the SLOs for each grade configuration listed. During the 2016-17 through 2018-19 school years, SLOs that use grade 3-8 ELA/math State assessments as their underlying assessments must be excluded from the calculation of transition scores and ratings.**

Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	2	Principal-specific results		<input checked="" type="checkbox"/> NYCDOE	<input checked="" type="checkbox"/> Fountas and Pinnell Benchmark Assessment System <input checked="" type="checkbox"/> SANDI-FAST

Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

Page Last Modified: 03/13/2019

Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
					<input checked="" type="checkbox"/> Scantron Performance Series <input checked="" type="checkbox"/> TCRWP Running Records Assessment <input checked="" type="checkbox"/> WebABLLS
K	3	Principal-specific results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		
K	12	Principal-specific results	<input checked="" type="checkbox"/> Grade 3 ELA <input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 3 Math <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> Geometry Regents <input checked="" type="checkbox"/> Algebra II Regents <input checked="" type="checkbox"/> Living Environment Regents <input checked="" type="checkbox"/> Earth Science Regents <input checked="" type="checkbox"/> Chemistry Regents <input checked="" type="checkbox"/> Physics Regents <input checked="" type="checkbox"/> Global 2 Regents <input checked="" type="checkbox"/> US History Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		
K	12	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		

**7.3) HEDI Scoring Bands**

Highly Effective	Effective	Developing	Ineffective
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Annual Professional Performance Review - Education Law §3012-d

Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

Page Last Modified: 03/13/2019

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

**7.4) Principals with More Than One Growth Measure (Original)**

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance.

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Principals of K-8 schools with growth measures for ELA and math grades 4-8.)

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

**7.5) Assurances**

**Please check all of the boxes below.**

- Assure that the principal has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learners status and prior academic history.
- Assure that all growth targets are approved by the superintendent or another trained administrator.
- Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- Assure that if a principal's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 7.3, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
- Assure that processes are in place for the superintendent to monitor SLOs.
- Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

**7.6) Student Performance Subcomponent Weighting**

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

**Please indicate if the Optional subcomponent will be used by making the appropriate selection below.**

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.

Annual Professional Performance Review - Education Law §3012-d

Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

Page Last Modified: 03/13/2019

**Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)**

*The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance and guidance on the use of alternate SLOs during the transition period.

**During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, if excluding grade 3-8 ELA/math State assessments and any State-provided growth scores results in no remaining student performance measures, districts/BOCES must develop alternate SLOs based on assessments that are not grade 3-8 ELA/math State assessments for the Required subcomponent of the Student Performance Category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.**

**7.1-7.2) Alternate SLOs (Transition Period, 2016-17 through 2018-19)**

Please list the grade configurations of the schools or principals where alternate SLOs will apply. For each configuration, also indicate the measure and assessment(s) used for the alternate SLO.

For each grade configuration indicate the following:

**Column 1: lowest grade** that corresponds to the building or program

**Column 2: highest grade** that corresponds to the building or program

**Column 3: measure used**

**Column 4: assessment(s) used**

*Follow the examples below.*

	(1) lowest grade	(2) highest grade	(3) measure	(4) assessment(s)
Grades K-2 Building	K	2	District- or BOCES-wide results	ELA Regents, Algebra I Regents, Living Environment Regents, Global 2 Regents, US History Regents
Grades 11-12 Building	11	12	Principal-specific results	ELA Regents, US History Regents

Using the table below, please select the assessment(s) that will be used for the alternate SLOs during the 2016-17 through 2018-19 school years for each grade configuration listed. In all other school years, the SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	3	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science		

Annual Professional Performance Review - Education Law §3012-d

Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

Page Last Modified: 03/13/2019

Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
			<input type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		
K	5	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		
K	8	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		
6	8	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		
K	12	District- or BOCES-wide results	<input checked="" type="checkbox"/> Grade 4 Science <input checked="" type="checkbox"/> Grade 8 Science <input checked="" type="checkbox"/> ELA Regents <input checked="" type="checkbox"/> Algebra I Regents <input checked="" type="checkbox"/> NYSAA <input checked="" type="checkbox"/> NYSESLAT		

**7.3) HEDI Scoring Bands**

Highly Effective	Effective	Developing	Ineffective
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Annual Professional Performance Review - Education Law §3012-d

Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

Page Last Modified: 03/13/2019

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

**7.4) Principals with More than One Growth Measure (Transition)**

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance.

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.



**Annual Professional Performance Review - Education Law §3012-d****Task 8.1. Optional Subcomponent Use (Principals) - Task 8.1 (Subcomponent Use and Weighting)**

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Page Last Modified: 03/13/2019

**Task 8) Optional Student Performance Subcomponent**

For guidance on the Optional subcomponent of the Student Performance category, see NYSED APPR Guidance.

*Up to 50% of Student Performance category, if selected.*

Such second measure shall apply in a consistent manner, to the extent practicable, across all buildings with the same grade configuration or program in the district/BOCES and be either:

(A) a second State-provided growth score on a State-created or administered test, provided that a different measure is used than that for the Required subcomponent in the Student Performance category, or

(B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

**8.1) Use of the Optional Subcomponent for Student Performance Measures**

**Please indicate if the Optional subcomponent will be used by making the appropriate selection below.**

NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal.

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

Page Last Modified: 03/13/2019

For guidance on the Principal School Visit category, see NYSED APPR Guidance.

**9.1) Principal Practice Rubric**

Select a principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards.

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.
District Variance	(No Response)

**9.2) Assurances**

Please check all of the boxes below.

- Assure that all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits.
- Assure that the process for assigning points for the Principal School Visit category will be in compliance with the locally-determined subcomponent weights and overall School Visit category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for a principal assigned to different grade level configurations or building types as indicated in Task 9.1 above.
- Assure that the same rubric(s) is used for all school visits for a principal across the school visit types in a given school year.

**9.3) Process for Weighting Rubric Domains/Subcomponents**

For guidance on the Principal School Visit category, see NYSED APPR Guidance.

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

Scores will be provided for all Domain Dimensions used for evaluative purposes. A weighted average for all Domain scores will determine the final MOLP score with Domain 2 – School Culture and Instructional Program receiving a higher weight than the other Domains.

- In the 2018-19 school year, Domain 2 will count for 39% of the MOLP score, and Domains 1 & 3 will each count for 30.5%.
- In the 2019-2020 school year, Domain 2 will count for 29.5% of the MOLP score, and Domains 1, 3, & 4 will each count for 23.5%.
- In the 2020-2021 school year, Domain 2 will count for 28% of the MOLP score, and Domains 1, 3, 4, & 5 will each count for 18%.

**9.4) Calculating School Visit Ratings**

**Assurances**

Please check each of the boxes below.

- Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted school visit score will be converted into a HEDI rating using the ranges indicated below.
- Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified in task 9.5 below, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

Page Last Modified: 03/13/2019

**Please also check each of the following boxes.**

- Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or his/her designee. See Section 30-3.5(d)(1)(ii)(a) of the Rules of the Board of Regents.
- Assure that if the district/BOCES is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 9 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.5(d)(1)(ii)(b) of the Rules of the Board of Regents.

**Principal School Visit Scoring Bands**

	Overall School Visit Category Score and Rating	
	Minimum	Maximum
<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	1.49 to 1.74

**HEDI Ranges**

Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.75	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.74

**9.5) Principal School Visit Subcomponent Weighting**

**Required Subcomponents:**

- School Visits by Supervisor(s) or other Trained Administrator(s): At least 80% of the Principal School Visit category score

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

Page Last Modified: 03/13/2019

- School Visits by Impartial Independent Trained Evaluator(s)\*: At least 10%, but no more than 20%, of the Principal School Visit category score

**Optional Subcomponent:**

- School Visits by Trained Peer Observer(s): No more than 10% of the Principal School Visit category score when selected

*\* If the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee.*

**Please indicate the weight of each school visit type and be sure the total of the weights indicated equals 100%.**

Required - Supervisor/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grade configurations for which Peer Observers will be used
90%	10%	N/A	(No Response)

**9.6) Assurances**

**Please check all of the boxes below.**

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- Assure that, if school visits are being conducted by trained peer observer(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.
- Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; and/or use of professional goal-setting as evidence of principal effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- Assure that at least one of the required school visits will be unannounced.
- Assure that school visits will not be conducted via video.

**9.7) Number of School Visits**

**Indicate the minimum number of unannounced and announced school visits for each type of observer in the tables below.**

**Tenured Principals**

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	1	1	0
Announced	1	0	0

**Probationary Principals**

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	1	1	0
Announced	1	0	0

Annual Professional Performance Review - Education Law §3012-d

Task 10. Overall Scoring (Principals) - Tasks 10.1-10.3

Page Last Modified: 03/13/2019

For guidance on APPR scoring, see NYSED APPR Guidance.

**10.1) Scoring Ranges**

**Student Performance Category**

HEDI ratings must be assigned based on the point distribution below.

**Principal School Visit Category**

HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
<b>H</b>	18	20
<b>E</b>	15	17
<b>D</b>	13	14
<b>I</b>	0	12

	Overall School Visit Category Score and Rating	
	Minimum	Maximum
<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	1.49 to 1.74

**10.2) Scoring Matrix for the Overall Rating**

		Principal School Visit Category			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance Category	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

\* If a principal is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional subcomponent of the Student Performance category, the principal can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

**10.3) Assurances**

Please check all of the boxes below.

- Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that it is possible to obtain a zero in each subcomponent.
- Assure the overall rating determination for a principal shall be determined according to the evaluation matrix.

**Annual Professional Performance Review - Education Law §3012-d****Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9**

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Page Last Modified: 03/13/2019

For guidance on additional requirements for principals, see NYSED APPR Guidance.

**11.1) Assurances: Improvement Plans****Please check each of the boxes below.**

- Assure that the district/BOCES will formulate and commence implementation of a Principal Improvement Plan (PIP) for all principals who receive a Developing or Ineffective rating by October 1 following the school year for which such principal's performance is being measured or as soon as practicable thereafter.
- Assure that PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas.

**11.2) Attachment: Principal Improvement Plan Forms**

All PIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, must include:

- 1) identification of needed areas of improvement;
- 2) a timeline for achieving improvement;
- 3) the manner in which the improvement will be assessed;and, where appropriate,
- 4) differentiated activities to support a principal's improvement in those areas.

**As a required attachment to this APPR plan, upload the PIP forms that are used in the school district/BOCES.**

11.2 Attachment\_PIP Form.pdf

**11.3) Assurance: Appeals****Please check the box below.**

- Assure the district/BOCES has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

**11.4) Appeals**

Pursuant to Education Law§3012-d, a principal may only challenge the following in an appeal to their district/BOCES:

- (1) the substance of the annual professional performance review;which shall include the following:
  - (i) in the instance of a principal rated Ineffective on the studentperformance category, but rated Highly Effective on the school visit category based on an anomaly, as determined locally;
- (2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law§3012-d;
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law 3012-d and Subpart 30-3 of the Rules of the Board of Regents; and
- (4) the school district's/BOCES' issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

**Annual Professional Performance Review - Education Law §3012-d****Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9**

Page Last Modified: 03/13/2019

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

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

Hearing: A hearing will be scheduled and a hearing officer shall consider: (a) the substance of the annual professional review and such other relevant evidence presented by the principal; (b) the Department's adherence to the standards and methodologies required for such reviews; (c) the adherence to State regulations; (d) compliance with any applicable negotiated procedures; and (e) the Department's issuance and/or implementation of the terms of the Principal Improvement Plan.

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

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

Scheduling Appeals: NYCDOE must schedule all appeals within the school year in which they are filed, including summer and excluding recess periods.

Recommendation/Decision: After the conclusion of the hearing, a final decision will be issued in a timely and expeditious manner consistent with subpart 30-3 of the Rules of the Board of Regents. The hearing officer shall render a written decision and recommendation to the Chancellor either sustaining the rating or reversing the rating and may recommend a revised rating, with a rationale for the recommendation. The hearing officer's decision and recommendation will be sent to both the Department and principal. The Chancellor or designee shall either sustain the original rating or reverse the rating and determine the appropriate rating. If the Chancellor sustains the rating, the Chancellor or designee shall issue a decision with rationale. If the Chancellor reverses the rating and issues a revised rating, the original rating shall be expunged from the principal's records and the documentation shall be revised to be consistent with the revised rating.

**11.5) Assurance: Evaluators****Please check the box below.**

- The district/BOCES assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a principal's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

**11.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators**

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators must include:

- 1) the process for training lead evaluators and evaluators, including impartial independent observers and peer observers;
- 2) the process for the certification and re-certification of lead evaluators;
- 3) the process for ensuring inter-rater reliability; and
- 4) the nature (content) and the duration (how many hours, days) of such training.

**Annual Professional Performance Review - Education Law §3012-d****Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9**

Page Last Modified: 03/13/2019

**Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.**

Evaluators receive robust training; training for all evaluators address the nine (9) elements in the requirements of the Rules of the Board of Regents. At a minimum, Independent Evaluators will receive necessary training over the course of one day that addresses the three (3) elements required by 30-3.10(c) of the Rules of the Board of Regents.

For the purpose of Education Law §3012-d requirements concerning the “certification” of individuals who are evaluating principals, “lead” evaluators are defined as superintendents. By law, all evaluators must hold, at minimum, a School Building Leader license and lead evaluators must be certified annually. To be certified, all lead evaluators must participate in: informational sessions, norming and calibration training, and central trainings aligned to the core components of Education Law §3012-d and the required nine (9) elements as described in section 30-3.10 of the Rules of the Board of Regents (these trainings are not optional). To be re-certified and ensure ongoing inter-reliability, all lead evaluators will be trained annually.

All principal evaluators, regardless if they are lead evaluators, receive ongoing training and engage in activities designed to build evaluator capacity to:

- Understand the observation/visit process requirements (e.g., minimum number of observations, who conducts observations) and other policy and implementation related questions
- Understand the principal practice rubric structures and levels of performance
- Understand and engage in effective application of the rubric in the assessment of principal practice
- Understand and be able to execute all protocols connected to supervisory observations/visits, including evidence-based observation techniques
- Engage in norming and calibration exercises to support inter-rater reliability

Norming and calibration exercises that support inter-rater reliability include an analysis of calibrated evidence, a review of evidence from school-level artifacts, and simulations of leadership interviews. Using the principal practice rubric, participants discuss and analyze evidence and present rationale to inform and substantiate ratings for each indicator and then norm on shared understandings of evidence-based ratings. New lead evaluators engage in at least 80 hours of training activities over the course of the school year; returning certified lead evaluators receive at least 40 hours. Training activities occur at least once monthly and can be job-embedded.

Documentation of completed training are used to determine which evaluators are certified or re-certified, as appropriate.

**11.7) Assurances: Principal Evaluation****Please check all of the boxes below.**

- Assure that the district/BOCES shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal's Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any principal's evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any district or regionally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal's performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such principals with their original composite rating by September 1 of the school year next following the school year for which the principal's performance is being measured, or as soon as practicable thereafter.

**11.8) Assurances: Assessments**



**Annual Professional Performance Review - Education Law §3012-d**Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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Page Last Modified: 03/13/2019

**Please check all of the boxes below.**

- Assure that, where applicable, if students take more than one version of the Regents assessment for a particular content area, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- Assure that 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 required annual instructional hours for the grade.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- Assure that, where there is more than one version of a Regents assessment for a content area, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

**11.9) Assurances Data****Please check all of the boxes below.**

- 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.
- Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- Assure scores and ratings for all principals will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- Assure that enrolled students in accordance with policies for student assignment to schools and may not be excluded.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.

Annual Professional Performance Review - Education Law §3012-d

Task 12. Joint Certification of APPR Plan - Upload Certification Form

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Page Last Modified: 03/13/2019

**Task 12) Upload APPR District Certification Form**

*Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from Task 12 only.*

**Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using the "District Certification Form" found in the "Documents" menu on the left side of the page.**

NYCDOE APPR District Certification Form\_02282019.pdf

**Annual Professional Performance Review - Education Law §3012-d**Additional Documents - Additional Documents

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Page Last Modified: 03/13/2019

**Additional Documents**

The Department will not review any documents other than those required in the online form (Tasks 1-12).

Any additional documents supplied by the school district/BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional documents have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district/BOCES, as necessary, as part of its review of this plan.

**Upload Documents**

Attached Documents to NYCDOE APPR Plan Submission.pdf

**Annual Professional Performance Review**  
**Teacher Improvement Plan (TIP)**

Name of Teacher: \_\_\_\_\_ School/Building: \_\_\_\_\_

Tenured:  Yes  No Probationary Period: (From) \_\_\_\_/\_\_\_\_/\_\_\_\_ (To) \_\_\_\_/\_\_\_\_/\_\_\_\_

TIP Timeline: (From) \_\_\_\_/\_\_\_\_/\_\_\_\_ (To) \_\_\_\_/\_\_\_\_/\_\_\_\_ Scheduled Meeting Dates: \_\_\_\_\_

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**Areas for Improvement:** Identify specific areas in need of improvement.

**Action Steps/Activities:** Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the teacher.

**Timeline for Completion:** Identify a timeline for achieving the action steps/activities.

**Differentiation of Activities to Support Improvement:** Identify specific resources and support systems available to assist the teacher to improve performance (e.g., professional development, peer visits, content area specialists, materials, etc.).

**Assessment of Improvement:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

\_\_\_\_\_/\_\_\_\_/\_\_\_\_      \_\_\_\_\_/\_\_\_\_/\_\_\_\_  
*Signature of Principal*      *Date*      *Signature of Teacher*      *Date*

## ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) TEACHER IMPROVEMENT PLAN (TIP)

Teacher Name: \_\_\_\_\_

Teacher ID: \_\_\_\_\_

School Year: \_\_\_\_\_

School Name/DBN: \_\_\_\_\_

Scheduled Meeting Dates: \_\_\_\_\_

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### AREAS FOR IMPROVEMENT:

Identify a maximum of three (3) specific areas in need of improvement, which must be related to the teacher's Ineffective or Developing rating(s) on a particular component(s)/subcomponent. The teacher may determine one (1) area of improvement and must do so by October 1. The evaluator shall determine two (2) areas of improvement. In the event a teacher chooses not to select an area of improvement, the evaluator may determine three areas of improvement.

Area for Improvement 1:

Area for Improvement 2:

Area for Improvement 3 (*teacher determined*):

### ACTION STEPS/ACTIVITIES/TIMELINE FOR COMPLETION:

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. 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 areas 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.

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 signature: \_\_\_\_\_ Date \_\_\_\_\_

# Principal Improvement Plan (PIP)

Name of Principal: \_\_\_\_\_ School/Building: \_\_\_\_\_

Tenured:  Yes  No Probationary Period: (From) \_\_\_/\_\_\_/\_\_\_ (To) \_\_\_/\_\_\_/\_\_\_

PIP Timeline (12months): (From) \_\_\_/\_\_\_/\_\_\_ (To) \_\_\_/\_\_\_/\_\_\_ Meeting Dates: \_\_\_\_\_

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**Areas for Improvement:** Identify specific areas in need of improvement.

**Action Steps/Activities:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.

**Timeline for Completion:** Identify a timeline for achieving the action steps/activities.

September-October

November-January

February-April

**Differentiation of Activities to Support Improvement:** Identify specific resources and support systems available to assist the principal to improve performance (e.g., professional development, peer visits, content area specialists, materials, etc.).

**Assessment of Improvement:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.

The principal gives permission for a copy of this Principal Improvement Plan to be forwarded to the Council of School Supervisors & Administrators.

\_\_\_\_\_  
*Signature of Superintendent*

\_\_\_/\_\_\_/\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Principal*

\_\_\_/\_\_\_/\_\_\_  
*Date*

**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-d and Subpart 30-3 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 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-d and Subpart 30-3 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-d as implemented by Subpart 30-3 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 30-3 of the Rules of the Board of Regents.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that during the 2015-16 through 2018-19 school years, transition scores and ratings will be calculated for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and math State assessments and any State-provided growth scores; that the district/BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures in their approved APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents; and that original APPR scores and ratings will be provided for advisory purposes only, and will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

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 may be withheld or forfeited by the State pursuant to Education Law §3012-d(11), as added by Chapter 56 of the Laws of 2015.

**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, during the 2015-16 through 2018-19 school years, the overall transition rating will be used as a significant factor in employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures described in this APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents;
- Assure that, during the 2015-16 through 2018-19 school years, original APPR scores and ratings will not be used as the basis for employment decisions and will only be used for advisory purposes;
- Assure that beginning in the 2019-2020 school year, the original overall APPR score pursuant to the district or BOCES approved APPR plan shall be used as the basis for employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES, shall provide teachers and principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings calculated pursuant to §30-3.17 of the Rules of the Board of Regents as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers and principals with their original composite APPR rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall continue to provide teachers and principals whose Student Performance Category measures are not based on the grades 3-8 ELA/math State assessments or State-provided growth scores with their score and rating on the Student Performance category, if

available, and for the Teacher Observation category or Principal School Visit Category of their annual professional performance reviews, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured, and that the entire APPR 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 beginning in the 2019-20 school year, the entire APPR 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 beginning in the 2019-20 school year, the district or BOCES shall compute and provide to the teacher/principal his or her score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's annual professional performance review, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured;
- Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES' website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that, during the 2015-16 through 2018-19 school year, the district or BOCES will continue to report both the original and transition individual category and subcomponent scores and the overall original and transition ratings to the State 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, during the 2015-16 through 2018-19 school years, any educators who receive a Developing or Ineffective rating as their overall transition rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year in which such teacher's or principal's performance is being measured or as soon as practicable thereafter.
- Assure that, beginning in the 2019-2020 school year, any educator who receives a Developing or Ineffective rating on their original overall rating pursuant to this APPR plan will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, 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 collectively bargained appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal to the district/BOCES;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits;
- 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 district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval;
- Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain teachers' and principals' transition APPR scores and ratings, where applicable and consistent with §30-3.17 of the Rules




- of the Board Regents, during the 2016-17 through 2018-19 school years only;
- E Assure that, beginning in the 2019-20 school year, no transition scores and ratings will be generated and the district or BOCES' original APPR Plan will apply to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance without any modifications, substitutions, or replacements as a result of the requirements of §30-3.17 of the Rules of the Board of Regents;
  - E Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
  - E Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
  - E Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

**Signatures, dates**

Superintendent Signature:

Date:

 2/28/2019

Superintendent Name (print):

Richard A. Carranza

Teachers Union President Signature:

Date:

 2/28/2019

Teachers Union President Name (print):

Michael Mulgrew

Administrative Union President Signature:

Date:

 2/28/2019

Administrative Union President Name (print):

Mark Cannizzaro

Board of Education President Signature:

Date:

Board of Education President Name (print):

# **ATTACHED DOCUMENTS TO NYCDOE** **APPR PLAN SUBMISSION**

## **Table of Contents**

Task 2 – Required Student Performance Subcomponent Measure Selection Process (Teachers) .....	2
Task 4.7 – Number and Method of Observations .....	3
Task 11.2 – Additional Information Regarding Principal Improvement Plans .....	28
Supplemental Information on the NYCDOE Growth Model .....	29

## Task 2 – Required Student Performance Subcomponent Measure Selection Process (Teachers)

In keeping with the prior NYSED Commissioner’s decision of June 2013 and recognizing all relevant factors, including the significant size and diversity of the NYC school district, school-based Measures of Student Learning (MOSL) committees will be responsible for recommending to the principal the selection of the assessment for the required student performance subcomponent for grades/subjects that do not end in a required State assessment, and for grades 3-8 English Language Arts and Math during the transition years for the alternate SLOs only. In all cases, the committee must decide whether to use a 1) a goal-setting (i.e., target-setting) process or 2) A growth score generated by the NYCDOE. All teachers of the same grade/subject in a specific school will receive the same measure. All decisions of the school-based MOSL committee must be recommended to the principal, who shall either accept or reject the recommendations of the committee. If the principal does not accept the recommendations of the committee, then a school-wide default, which will be set by the Chancellor in consultation with the Central MOSL Committee, will be used.

#### Task 4.7 – Number and Method of Observations

**Indicate the minimum number of unannounced and announced observations for each type of observer, as well as the method of observation. Note: The following information relates to the observation process for both tenured and probationary teachers.**

The entire Danielson’s *Framework for Teaching* (2013 Revised Edition) shall be used for formative purposes only. Evaluators (principal/other school-based trained administrator) 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 (8) components of the *Framework for Teaching* to determine a teacher’s score on the Teacher Observation Category (“Measures of Teacher Practice” or “MOTP”), which shall apply: 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 (7) NYS Teaching Standards and shall be reviewed annually by the evaluator. Impartial Independent Trained Evaluators (“Independent Evaluators”) will rate teachers for evaluative purposes on the NYC MOTP Rubric in the following components, as consistent with applicable law: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), and 3(d), as required.

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. Once all evaluations are complete, the different types of observations (by the principal/other school-based trained administrator and Independent Evaluator, as required) will be combined using a weighted average, producing an overall MOTP score between 0-4.

If—and only if—a teacher receives scores of one (1) in all components across all observations, the overall MOTP score automatically results in a score of zero (0). In addition, the overall MOTP score shall be converted into an overall MOTP rating, using permissible ranges as prescribed in Subparts §30-3.4 and §30-3.6 of the Rules of the Board of Regents (the Commissioner’s Regulations). Please see section 4.4 for scoring ranges.

Certain schools are designated by the Board of Education of the City School District of the City of New York (DOE) and the United Federation of Teachers (UFT) jointly as participating in the Progressive Redesign Opportunity Schools for Excellence (PROSE) program. A subset of PROSE schools have been (and additional may be in the future) jointly approved by the UFT and DOE to allow teachers in these schools to choose Observation Option PROSE (“PROSE/PBAT Schools”). All other provisions of the district’s APPR Plan remain the same for these schools and all teachers across the district will be evaluated using the NYC MOTP Rubric. Observation Option PROSE is an option that is available only to teachers in select PROSE/PBAT Schools. Teachers in all other PROSE schools will be able to select options 1, 2, 3, or 4 only. The DOE and UFT joint PROSE Panel may rescind a school’s PROSE designation and, in this event, teachers in schools whose PROSE designation has been rescinded will no longer be eligible for observation Option PROSE in subsequent school years and shall be observed and evaluated under Options 1-4 only. In the event that a school’s PROSE designation is rescinded prior to the completion of the current school year, teachers may continue to be evaluated under observation Option PROSE for the remainder of that year only. The DOE and UFT joint PROSE Panel may approve additional schools as PROSE/PBAT schools annually, so long as approval is in place by the start of the school year.

Teachers will be assigned an overall MOTP score from 0-4 points based on multiple classroom observations using the NYC MOTP Rubric, with the exception of teachers in PROSE/PBAT schools who select Observation Option PROSE. Teachers selecting Observation Option PROSE will have multiple classroom observations done by the principal/other school-based trained administrator and a Structured Review using the NYC MOTP rubric as described herein. These two elements will be combined with a weighting of 60% for the observations done by the principal/other school-based trained administrator and 40% for the Structured Review. Combined, these two elements will account for a 90% weighting of the Teacher Observation Category, with the remaining 10% weighting of the Teacher Observation Category from the Impartial Independent Trained Evaluator.

Any changes to the listed processes described in this attachment, will be submitted to NYSED as a material change request to the approved APPR plan. Any forms related to the evaluation of teachers as referenced in this Task 4.7

attachment will be locally negotiated to the extent required by law and will be consistent with the approved APPR plan and consistent with Education Law 3012-d and Subpart 30-3 of Rules of the Board of Regents.

## **OBSERVATIONS OVERVIEW**

***Note: The following information relates to the observation process for both tenured and probationary teachers.***

### ***For school year 2016-17 only***

#### **Option 1**

- 1 Formal/Long (Minimum of 1, announced)
- 3 Informal/Short (Minimum of 3, all can be unannounced, minimum of 1 must be unannounced, 1 shall be by an Impartial Independent Trained Evaluator)

#### **Option 2**

- 6 Informal/Short (Minimum of 6, all can be unannounced, minimum of 1 must be unannounced, 1 shall be by an Impartial Independent Trained Evaluator)

#### **Option 3** (Teachers who have received “Highly Effective” as their overall APPR rating in the previous year only)

- 3 Informal/Short (Minimum of 3, all can be unannounced, minimum of 1 must be unannounced, 1 shall be by an Impartial Independent Trained Evaluator)
- 3 non-evaluative Classroom Visits (Maximum of 3 unless teacher consents to additional)

#### **Option 4** (Teachers who have received “Effective” as their overall APPR rating in the previous year only)

- 4 Informal/Short (Minimum of 4, all can be unannounced, minimum of 1 must be unannounced, 1 shall be by an Impartial Independent Trained Evaluator)

#### **Option PROSE** (Teachers in approved participating PROSE/PBAT schools [as defined below] only)

- 3 Informal/Short (All Can Be Unannounced, minimum of 3, minimum of 1 must be unannounced, 1 shall be by an Impartial Independent Trained Evaluator)

**All Options done in-person and/or video in accordance with this plan.**

### ***For school year 2017-18 and beyond***

#### **Option 1**

- 1 Formal/Long (Minimum of 1, announced)
- 3 Informal/Short (Minimum of 3, all can be unannounced, minimum of 1 must be unannounced, 1 shall be by an Impartial Independent Trained Evaluator)

#### **Option 2**

- 6 Informal/Short (Minimum of 6, all can be unannounced, minimum of 1 must be unannounced, 1 shall be by an Impartial Independent Trained Evaluator)

#### **Option 3** (Teachers who have received “Effective” or “Highly Effective” as their overall APPR rating in the previous year only)

- 4 Informal/Short (Minimum of 4, all can be unannounced, minimum of 1 must be unannounced, 1 shall be by an Impartial Independent Trained Evaluator)
- 2 non-evaluative Classroom Visits (Maximum of 2 unless teacher consents to additional)

#### **Option 4** (Teachers who have received “Highly Effective” as their overall APPR rating in the previous year only)

- 3 Informal/Short (Minimum of 3, all can be unannounced, minimum of 1 must be unannounced, 1 shall be by an Impartial Independent Trained Evaluator)

3 non-evaluative Classroom Visits (Maximum of 3 unless teacher consents to additional)

**Option PROSE** (Teachers in approved participating PROSE/PBAT schools [as defined below] only)

3 Informal/Short (All Can Be Unannounced, minimum of 3, minimum of 1 must be unannounced, 1 shall be by an Impartial Independent Trained Evaluator)

**All Options done in-person and/or video in accordance with this plan.**

### OBSERVATIONS EXPANDED

Teachers will have a choice based of the four (4) options (five options for teachers in PROSE/PBAT schools) listed as to the minimum number of observations and the types of observations that will be conducted for the Teacher Observation Category component. Teachers in approved participating PROSE/PBAT schools only will have a choice based on the Observation Options 1, 2, 3, 4, and PROSE described below. Teachers will indicate which observation option they have chosen during the initial planning conference conducted at the beginning of the school year.

All four options (five for teachers in PROSE/PBAT schools) for teachers to select from for their observations will include the following: formal announced classroom observations (formal) and/or informal short unannounced/announced 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 may all be unannounced, but at least one (1) must be 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 are provided below.

If the evaluation is conducted for evaluative purposes then the evaluator shall use the Evaluator Form/Teacher Observation Report. 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, the Evaluator Form/Teacher Observation Report 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 school-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/Teacher Observation Report for that observation, only one (1) additional evaluative observation (formal or informal) may be conducted. Please note that additional informal observations by the principal or other school-based trained administrator 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 strength and also note one or two areas for growth and next steps. The evaluator is not required to provide the teacher with the low-inference notes taken during any classroom visits described herein and below.

In addition to the evaluative observations by a principal/other school-based trained administrator as described above, the Independent Evaluator will conduct a single announced or unannounced (at the discretion of the Independent Evaluator) observation of teachers, in person for a minimum of 30 minutes, as required by and in accordance with Education Law §3012-d(4)(b)(2) and Subpart 30-3 of the Regulations of the Board of Regents (the "Regulations"). Such observations shall, except as set forth herein, be informal and scored and conducted in the same manner as observations by school-based evaluators. The Independent Evaluator shall be selected by the NYCDOE pursuant to Education Law §3012-d and the Regulations but shall not have worked within the past five (5) years in the school with the current BEDS code as the teacher being observed.

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/Teacher Observation

Report. 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 formative visits described in this paragraph shall not be considered when scoring the Measures of Teacher Practice component.

***In school year 2016-17, the following observation options (by the principal/other school-based trained administrator and Independent Evaluator, as required) shall apply:***

### Observation Option 1

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) Observation Option 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:

*Evaluation by a principal or other school-based trained administrator:*

- One (1) formal announced classroom observation lasting a full class period; and
- Minimum of two (2) informal unannounced/announced classroom observations lasting a minimum of 15 minutes each. Both may be unannounced but at least one *must* be unannounced.

*Evaluation by an Independent Evaluator:*

- One (1) informal, unannounced or announced classroom observation lasting a minimum of 30 minutes.

The formal and informal observations shall not be conducted prior to the initial planning conference held between the teacher and school-based 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).

#### *Optional Video Observation Process within Option 1*

The use of video as an alternative observational tool may only be used for the formal announced classroom observation and/or informal classroom observation with the express written consent of the teacher. Whether and how the formal and/or informal observations will be videotaped shall be discussed and determined pursuant to the collective bargaining agreement during the initial planning conference, memorialized in writing on the MOTP Observation Option Selection Form, and placed in the teacher's 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. Within Option 1, 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 formal observation. 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.

***Observation Option 1 is in effect from school year 2016-17 and beyond, excluding further amendments to the option described herein.***

#### 1. FORMAL ANNOUNCED CLASSROOM OBSERVATION PROCESS

A three-tier observation process will be performed for all formal announced classroom observations by a principal or other school-based trained administrator consisting of a pre-observation conference, formal announced classroom observation, and a post-observation conference between the evaluator and teacher. As indicated above, the one (1) 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 in the 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 (1) school day and a maximum of twenty (20) school days from the date on which the scheduled formal announced classroom observation is to occur.

For teachers who 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 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 (1) school day or a maximum of twenty (20) 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 no less than one (1) school day and a maximum of twenty (20) school 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 and time agreed upon during the pre-observation conference (no earlier than one school day and 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. Please see the scoring process described in Section 4.3 of the Review Room Submission.

#### *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 (20) school days from which the formal announced classroom observation was performed. The post-observation conference shall be defined as an individual in-person/ 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/Teacher Observation Report. 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/Teacher Observation Report 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/Teacher Observation Report 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 CLASSROOM OBSERVATION PROCESS

For teachers who select Observation Option 1, a minimum of two (2) informal classroom observations will be performed in addition to the one (1) formal announced classroom observation by a principal or other school-based trained administrator. These informal observations may be unannounced, but at least one must be unannounced. Similar to the formal announced classroom observation, the informal 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 classroom observations shall not require a pre- or post-observation conference; however, a post-observation may occur for formative purposes at the sole discretion of the principal. These 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 formative 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/Teacher Observation Report 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.

The informal classroom observation will consist of an evaluator observing a class for a minimum of fifteen (15) minutes and shall be memorialized in the Evaluator Form/Teacher Observation Report. The method in which the evaluator may conduct the informal observation may be either in person or via video following the requirements previously outlined in this Section. 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/Teacher Observation Report 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/Teacher Observation Report 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.

The evaluator shall have the sole discretion as to how many informal classroom observations will be performed through the year, however in no case will a covered teacher who chooses Observation Option 1 receive less than one (1) formal observation and two (2) informal observations conducted by the principal or school-based trained administrator, and one (1) Independent Evaluator observation in a given school year except that, when a covered teacher is unexpectedly

absent the remainder of the school year (e.g. extended leave), the teacher shall have a minimum of two (2) observations. At least one (1) of these must be unannounced.

### 3. INDEPENDENT EVALUATOR OBSERVATION PROCESS

For teachers who select Observation Option 1, one (1) informal classroom observation will be performed in person by an Independent Evaluator for a minimum of 30 minutes, in addition to the one (1) formal announced and two (2) informal announced/unannounced classroom observations by a principal or other school-based trained administrator as described herein. Similar to the formal announced classroom observation and informal classroom observations by the school-based evaluator, the Independent Evaluator observation 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). Independent Evaluators will rate teachers for evaluative purposes on the NYC MOTP Rubric in the following components, as consistent with applicable law: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), and 3(d), as required. The Independent Evaluator observation may be announced or unannounced (at the discretion of the Independent Evaluator) and shall not require a pre- or post-observation conference. Furthermore, an Independent Evaluator shall not communicate with the school's administration or the observed teacher except for brief, social niceties that do not in any way relate to the teacher, the school's performance, or any other substantive matter. However, a teacher who is observed by an Independent Evaluator may, at the teacher's option, provide the Independent Evaluator, in writing only, additional information regarding the lesson that was observed and such information shall be provided within two (2) school days after the observation.

#### Observation Option 2

In addition to 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 Observation Option 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:

*Evaluation by a principal or other school-based trained administrator:*

- Minimum of five (5) informal classroom observations lasting a minimum of 15 minutes each. All may be unannounced but at least one *must* be unannounced.

*Evaluation by an Independent Evaluator:*

- One (1) informal, unannounced or announced classroom observation lasting a minimum of 30 minutes.

For teachers who choose Option 2, the informal classroom observations shall not be conducted prior to the initial planning conference held between the teacher and evaluator. In addition, the observations 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).

#### *Optional Video Observation Process within Option 2*

The use of video as an alternative observational tool may only be used for the informal classroom observation with the express written consent of the teacher. Whether and how the informal observations will be videotaped shall be discussed and determined pursuant to the collective bargaining agreement during the initial planning conference, memorialized in writing on the MOTP Observation Option Selection Form, and placed in the teacher's 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. Within Option 2, 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 two (2) of the informal observations (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 formative post-observation conference to show a teacher what is being critiqued.

***Observation Option 2 is in effect from school year 2016-17 and beyond, excluding further amendments to the option described herein.***

#### 1. INFORMAL CLASSROOM OBSERVATION PROCESS

For teachers who select Observation Option 2, a minimum of five (5) informal classroom observations will be performed by a principal or other school-based trained administrator. These informal observations may be unannounced, but at least one *must* be unannounced. Informal 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), and shall not require a pre- or post-observation conference; however, a post-observation may occur for formative purposes at the sole discretion of the principal. These 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 formative 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/Teacher Observation Report 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.

The informal classroom observation will consist of an evaluator observing a class for a minimum of fifteen (15) minutes and shall be memorialized in the Evaluator Form/Teacher Observation Report. The method in which the evaluator may conduct the informal observation may be either in person or via video following the requirements previously outlined in this Section. 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/Teacher Observation Report 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/Teacher Observation Report 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.

The evaluator shall have the sole discretion as to how many informal classroom observations will be performed through the year, however in no case will a covered teacher who chooses Observation Option 2 receive less than five (5) informal observations conducted by the principal or school-based trained administrator, and one (1) Independent Evaluator observation in a given school year except that, when a covered teacher is unexpectedly absent the remainder of the school year (e.g., extended leave), the teacher shall have a minimum of two (2) observations. At least one (1) of these must be unannounced.

#### 2. INDEPENDENT EVALUATOR OBSERVATION PROCESS

For teachers who select Observation Option 2, one (1) informal classroom observation will be performed in person by an Independent Evaluator for a minimum of 30 minutes, in addition to the five (5) informal announced/unannounced classroom observations by a principal or other school-based trained administrator as described herein. Similar to the informal classroom observations by the school-based evaluator, the Independent Evaluator observation 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). Independent Evaluators will rate teachers for evaluative purposes on the NYC MOTP Rubric in the following

components, as consistent with applicable law: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), and 3(d), as required. The Independent Evaluator observation may be announced or unannounced (at the discretion of the Independent Evaluator) and shall not require a pre- or post-observation conference. Furthermore, an Independent Evaluator shall not communicate with the school's administration or the observed teacher except for brief, social niceties that do not in any way relate to the teacher, the school's performance, or any other substantive matter. However, a teacher who is observed by an Independent Evaluator may, at the teacher's option, provide the Independent Evaluator, in writing only, additional information regarding the lesson that was observed and such information shall be provided within two (2) school days after the observation.

### Observation Option 3 [[IN SCHOOL YEAR 2016-17 ONLY](#)]

In addition to 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 overall APPR rating in the previous year may elect to use Observation Option 3 on their MOTP Observation Option Selection Form (completed during the initial planning conference) as the process by which they will be observed and evaluated. Teachers who select Option 3 will have the following observations performed throughout the year:

#### *Evaluation by a principal or other school-based trained administrator:*

- Minimum of two (2) informal classroom observations lasting a minimum of 15 minutes each. All may be unannounced but at least one *must* be unannounced.

#### *Evaluation by an Independent Evaluator:*

- One (1) informal, unannounced or announced classroom observation lasting a minimum of 30 minutes.

In addition, a teacher who 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.

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. Any formal or informal observations completed prior to the selection of Observation Option 3 will count toward the minimum number of informal evaluative observations required in Observation Option 3.

For teachers who choose Option 3, the informal classroom observations shall not be conducted prior to the initial planning conference held between the teacher and evaluator. In addition, the observations 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). Option 3 is subject to the same procedures and scoring rules as Options 1 and 2.

#### *Optional Video Observation within Option 3*

The use of video as an alternative observational tool may only be used for informal classroom observation with the express written consent of the teacher. Whether and how the informal observations will be videotaped shall be discussed and determined pursuant to the collective bargaining agreement during the initial planning conference, memorialized in writing on the MOTP Observation Option Selection Form, and placed in the teacher's 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. Within Option 3, 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 one (1) informal observation (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 formative post-observation conference to show a teacher what is being critiqued.

***This Observation Option 3 is in effect for school year 2016-17 only, excluding further amendments to the option described herein.***

#### 1. INFORMAL CLASSROOM OBSERVATION PROCESS

For teachers who select Observation Option 3, a minimum of two (2) informal classroom observations will be performed by a principal or other school-based trained administrator. These informal observations may be unannounced, but at least one *must* be unannounced. Informal 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), and shall not require a pre- or post-observation conference; however, a post-observation may occur for formative purposes at the sole discretion of the principal. These 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 formative 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/Teacher Observation Report 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.

The informal classroom observation will consist of an evaluator observing a class for a minimum of fifteen (15) minutes and shall be memorialized in the Evaluator Form/Teacher Observation Report. The method in which the evaluator may conduct the informal observation may be either in person or via video following the requirements previously outlined in this Section. 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/Teacher Observation Report 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/Teacher Observation Report 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.

The evaluator shall have the sole discretion as to how many informal classroom observations will be performed through the year, however in no case will a covered teacher who chooses Observation Option 3 receive less than two (2) informal observations conducted by the principal or school-based trained administrator, and one (1) Independent Evaluator observation in a given school year except that, when a covered teacher is unexpectedly absent the remainder of the school year (e.g. extended leave), the teacher shall have a minimum of two (2) observations. At least one (1) of these must be unannounced.

#### 2. INDEPENDENT EVALUATOR OBSERVATION PROCESS

For teachers who select Observation Option 3, one (1) informal classroom observation will be performed in person by an Independent Evaluator for a minimum of 30 minutes, in addition to the two (2) informal announced/unannounced classroom observations by a principal or other school-based trained administrator as described herein. Similar to the informal classroom observations by the school-based evaluator, the Independent Evaluator observation 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). Independent Evaluators will rate teachers for evaluative purposes on the NYC MOTP Rubric in the following

components, as consistent with applicable law: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), and 3(d), as required. The Independent Evaluator observation may be announced or unannounced (at the discretion of the Independent Evaluator) and shall not require a pre- or post-observation conference. Furthermore, an Independent Evaluator shall not communicate with the school's administration or the observed teacher except for brief, social niceties that do not in any way relate to the teacher, the school's performance, or any other substantive matter. However, a teacher who is observed by an Independent Evaluator may, at the teacher's option, provide the Independent Evaluator, in writing only, additional information regarding the lesson that was observed and such information shall be provided within two (2) school days after the observation.

### 3. COLLEAGUE VISITATION PROCESS

Teachers who have received "Highly Effective" as their overall APPR rating in the previous year may choose Option 3. Option 3 consists of a minimum number of informal observations that are used for evaluative purposes as described above. In addition, a teacher who chooses Option 3 shall make his/her classroom available for three (3) classroom visits by a colleague per school year consistent with the applicable collective bargaining agreements. 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.

#### Observation Option 3 [*IN SCHOOL YEAR 2017-18 AND BEYOND*]

In addition to 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 "Effective" or "Highly Effective" as their overall APPR rating in the previous year may elect to use Observation Option 3 on their MOTP Observation Option Selection Form (completed during the initial planning conference) as the process by which they will be observed and evaluated. Teachers who select Option 3 will have the following observations performed throughout the year:

##### *Evaluation by a principal or other school-based trained administrator:*

- Minimum of three (3) informal classroom observations lasting a minimum of 15 minutes each. All may be unannounced but at least one *must* be unannounced.

##### *Evaluation by an Independent Evaluator:*

- One (1) informal, unannounced or announced classroom observation lasting a minimum of 30 minutes.

In addition, a teacher who chooses Option 3 shall make his/her classroom available for two (2) classroom visits by a colleague per school year. The classroom visits described herein shall not be used for any evaluative purpose.

If there is an appeal pending during the observation option selection period and a teacher is later rated Effective or 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. Any formal or informal observations completed prior to the selection of Observation Option 3 will count toward the minimum number of informal evaluative observations required in Observation Option 3.

For teachers who choose Option 3, the informal classroom observations shall not be conducted prior to the initial planning conference held between the teacher and evaluator. In addition, the observations 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). Option 3 is subject to the same procedures and scoring rules as Options 1 and 2.

##### *Optional Video Observation within Option 3*

The use of video as an alternative observational tool may only be used for informal classroom observation with the express written consent of the teacher. Whether and how the informal observations will be videotaped shall be discussed and determined pursuant to the collective bargaining agreement during the initial planning conference, memorialized in writing on the MOTP Observation Option Selection Form, and placed in the teacher's 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. Within Option 3, 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 one (1) informal observation (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 formative post-observation conference to show a teacher what is being critiqued.

***This Observation Option 3 is in effect from school year 2017-18 and beyond, excluding further amendments to the option described herein.***

#### **1. INFORMAL CLASSROOM OBSERVATION PROCESS**

For teachers who select Observation Option 3, a minimum of three (3) informal classroom observations will be performed by a principal or other school-based trained administrator. These informal observations may be unannounced, but at least one must be unannounced. Informal 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 in the year), and shall not require a pre- or post-observation conference; however, a post-observation may occur for formative purposes at the sole discretion of the principal. These 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 of strength and also note one or two areas for growth and next steps observed during the visit and a formative 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 Teacher Observation Report 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.

The informal classroom observation will consist of an evaluator observing a class for a minimum of fifteen (15) minutes and shall be memorialized in the Teacher Observation Report. The method in which the evaluator may conduct the informal observation may be either in person or via video following the requirements previously outlined in this Section. 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/Teacher Observation Report 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/Teacher Observation Report 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.

The evaluator shall have the sole discretion as to how many informal classroom observations will be performed through the year, however in no case will a covered teacher who chooses Observation Option 3 receive less than three (3) informal observations conducted by the principal or school-based trained administrator, and one (1) Independent Evaluator observation in a given school year except that, when a covered teacher is unexpectedly absent the remainder

of the school year (e.g. extended leave), the teacher shall have a minimum of two (2) observations. At least one (1) of these must be unannounced.

## 2. INDEPENDENT EVALUATOR OBSERVATION PROCESS

For teachers who select Observation Option 3, one (1) informal classroom observation will be performed in person by an Independent Evaluator for a minimum of 30 minutes, in addition to the three (3) informal announced/unannounced classroom observations by a principal or other school-based trained administrator as described herein. Similar to the informal classroom observations by the school-based evaluator, the Independent Evaluator observation 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). Independent Evaluators will rate teachers for evaluative purposes on the NYC MOTP Rubric in the following components, as consistent with applicable law: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), and 3(d), as required. The Independent Evaluator observation may be announced or unannounced (at the discretion of the Independent Evaluator) and shall not require a pre- or post-observation conference. Furthermore, an Independent Evaluator shall not communicate with the school's administration or the observed teacher except for brief, social niceties that do not in any way relate to the teacher, the school's performance, or any other substantive matter. However, a teacher who is observed by an Independent Evaluator may, at the teacher's option, provide the Independent Evaluator, in writing only, additional information regarding the lesson that was observed and such information shall be provided within two (2) school days after the observation.

## 3. COLLEAGUE VISITATION PROCESS

Teachers who have received "Effective" or "Highly Effective" as their overall APPR rating in the previous year may choose Option 3. Option 3 consists of a minimum number of informal observations that are used for evaluative purposes as described above. In addition, a teacher who chooses Option 3 shall make his/her classroom available for two (2) classroom visits by a colleague per school year consistent with the applicable collective bargaining agreements. 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.

## Observation Option 4 [IN SCHOOL YEAR 2016-17 ONLY]

In addition to 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 "Effective" as their overall APPR rating in the previous year may elect to use Observation Option 4 on their MOTP Observation Option Selection Form (completed during the initial planning conference) as the process by which they will be observed and evaluated. Teachers who select Option 4 will have the following observations performed throughout the year:

*Evaluation by a principal or other school-based trained administrator:*

- Minimum of three (3) informal classroom observations lasting a minimum of 15 minutes each. All may be unannounced but at least one *must* be unannounced.

*Evaluation by an Independent Evaluator:*

- One (1) informal, unannounced or announced classroom observation lasting a minimum of 30 minutes.

If there is an appeal pending during the observation option selection period and a teacher is later rated Effective as a result of this appeal and would like to select Observation Option 4, the teacher will have ten (10) school days from the result of the appeal to notify their principal of their updated observation choice. Any formal or informal observations completed prior to the selection of Observation Option 4 will count toward the minimum number of informal evaluative observations required in Observation Option 4.



For teachers who choose Option 4, the informal classroom observations shall not be conducted prior to the initial planning conference held between the teacher and evaluator. In addition, the observations 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 in the year). Option 4 is subject to the same procedures and scoring rules as Options 1 and 2.

#### *Optional Video Observation within Option 4*

The use of video as an alternative observational tool may only be used for the informal classroom observation with the express written consent of the teacher. Whether and how the informal observation will be videotaped shall be discussed and determined pursuant to the collective bargaining agreement during the initial planning conference, memorialized in writing on the MOTP Observation Option Selection Form, and placed in the teacher's 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. Within Option 4, 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 one (1) informal observation (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 formative post-observation conference to show a teacher what is being critiqued.

***This Observation Option 4 is in effect for school year 2016-17 only, excluding further amendments to the option described herein.***

#### 1. INFORMAL CLASSROOM OBSERVATION PROCESS

For teachers who select Observation Option 4, a minimum of three (3) informal classroom observations will be performed by a principal or other school-based trained administrator. These informal observations may be unannounced, but at least one must be unannounced. Informal 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), and shall not require a pre- or post-observation conference; however, a post-observation may occur for formative purposes at the sole discretion of the principal. These 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 formative 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/Teacher Observation Report 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.

The informal classroom observation will consist of an evaluator observing a class for a minimum of fifteen (15) minutes and shall be memorialized in the Evaluator Form/Teacher Observation Report. The method in which the evaluator may conduct the informal observation may be either in person or via video following the requirements previously outlined in this Section. 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/Teacher Observation Report 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/Teacher Observation Report 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.

The evaluator shall have the sole discretion as to how many informal classroom observations will be performed through the year, however in no case will a covered teacher who chooses Observation Option 3 receive less than three (3) informal observations conducted by the principal or school-based trained administrator, and one (1) Independent Evaluator observation in a given school year except that, when a covered teacher is unexpectedly absent the remainder of the school year (e.g. extended leave), the teacher shall have a minimum of two (2) observations. At least one (1) of these must be unannounced.

## 2. INDEPENDENT EVALUATOR OBSERVATION PROCESS

For teachers who select Observation Option 3, one (1) informal classroom observation will be performed in person by an Independent Evaluator for a minimum of 30 minutes, in addition to the three (3) informal announced/unannounced classroom observations by a principal or other school-based trained administrator as described herein. Similar to the informal classroom observations by the school-based evaluator, the Independent Evaluator observation 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). Independent Evaluators will rate teachers for evaluative purposes on the NYC MOTP Rubric in the following components, as consistent with applicable law: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), and 3(d), as required. The Independent Evaluator observation may be announced or unannounced (at the discretion of the Independent Evaluator) and shall not require a pre- or post-observation conference. Furthermore, an Independent Evaluator shall not communicate with the school's administration or the observed teacher except for brief, social niceties that do not in any way relate to the teacher, the school's performance, or any other substantive matter. However, a teacher who is observed by an Independent Evaluator may, at the teacher's option, provide the Independent Evaluator, in writing only, additional information regarding the lesson that was observed and such information shall be provided within two (2) school days after the observation.

## Observation Option 4 [IN SCHOOL YEAR 2017-18 AND BEYOND]

In addition to 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 overall APPR rating in the previous year may elect to use Observation Option 4 on their MOTP Observation Option Selection Form (completed during the initial planning conference) as the process by which they will be observed and evaluated. Teachers who select Option 4 will have the following observations performed throughout the year:

### *Evaluation by a principal or other school-based trained administrator:*

- Minimum of two (2) informal classroom observations lasting a minimum of 15 minutes each. All may be unannounced but at least one *must* be unannounced.

### *Evaluation by an Independent Evaluator:*

- One (1) informal, unannounced or announced classroom observation lasting a minimum of 30 minutes.

In addition, a teacher who chooses Option 4 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.

If there is an appeal pending during the observation option selection period and a teacher is later rated Effective as a result of this appeal and would like to select Observation Option 4, the teacher will have ten (10) school days from the result of the appeal to notify their principal of their updated observation choice. Any formal or informal observations completed prior to the selection of Observation Option 4 will count toward the minimum number of informal evaluative observations required in Observation Option 4.

For teachers who choose Option 4, the informal classroom observations shall not be conducted prior to the initial planning conference held between the teacher and evaluator. In addition, the observations 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). Option 4 is subject to the same procedures and scoring rules as Options 1 and 2.

#### *Optional Video Observation within Option 4*

The use of video as an alternative observational tool may only be used for the informal classroom observation with the express written consent of the teacher. Whether and how the informal observation will be videotaped shall be discussed and determined pursuant to the collective bargaining agreement during the initial planning conference, memorialized in writing on the MOTP Observation Option Selection Form, and placed in the teacher's 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. Within Option 4, 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 one (1) informal observation (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 formative post-observation conference to show a teacher what is being critiqued.

***This Observation Option 4 is in effect from school year 2017-18 and beyond, excluding further amendments to the option described herein.***

#### 1. INFORMAL CLASSROOM OBSERVATION PROCESS

For teachers who select Observation Option 4, a minimum of two (2) informal classroom observations will be performed by a principal or other school-based trained administrator. These informal observations may be unannounced, but at least one must be unannounced. Informal 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), and shall not require a pre- or post-observation conference; however, a post-observation may occur for formative purposes at the sole discretion of the principal. These 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 formative 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 Teacher Observation Report 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.

The informal classroom observation will consist of an evaluator observing a class for a minimum of fifteen (15) minutes and shall be memorialized in the Teacher Observation Report. The method in which the evaluator may conduct the informal observation may be either in person or via video following the requirements previously outlined in this Section. 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/Teacher Observation Report 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/Teacher Observation Report 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.

The evaluator shall have the sole discretion as to how many informal classroom observations will be performed through the year, however in no case will a covered teacher who chooses Observation Option 4 receive less than two (2) informal observations conducted by the principal or school-based trained administrator, and one (1) Independent Evaluator observation in a given school year except that, when a covered teacher is unexpectedly absent the remainder of the school year (e.g. extended leave), the teacher shall have a minimum of two (2) observations. At least one (1) of these must be unannounced.

## 2. INDEPENDENT EVALUATOR OBSERVATION PROCESS

For teachers who select Observation Option 4, one (1) informal classroom observation will be performed in person by an Independent Evaluator for a minimum of 30 minutes, in addition to the two (2) informal announced/unannounced classroom observations by a principal or other school-based trained administrator as described herein. Similar to the informal classroom observations by the school-based evaluator, the Independent Evaluator observation 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). Independent Evaluators will rate teachers for evaluative purposes on the NYC MOTP Rubric in the following components, as consistent with applicable law: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), and 3(d), as required. The Independent Evaluator observation may be announced or unannounced (at the discretion of the Independent Evaluator) and shall not require a pre- or post-observation conference. Furthermore, an Independent Evaluator shall not communicate with the school's administration or the observed teacher except for brief, social niceties that do not in any way relate to the teacher, the school's performance, or any other substantive matter. However, a teacher who is observed by an Independent Evaluator may, at the teacher's option, provide the Independent Evaluator, in writing only, additional information regarding the lesson that was observed and such information shall be provided within two (2) school days after the observation.

## 3. COLLEAGUE VISITATION PROCESS

Teachers who have received "Highly Effective" as their overall APPR rating in the previous year may choose Option 4. Option 4 consists of a minimum number of informal observations that are used for evaluative purposes as described above. In addition, a teacher who chooses Option 4 shall make his/her classroom available for three (3) classroom visits by a colleague per school year consistent with the applicable collective bargaining agreements. 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 4. The date and time of such visits shall be scheduled jointly by the teacher selecting Option 4 and the principal.

## Observation Option PROSE

Teachers in approved participating PROSE/PBAT schools may choose Option PROSE. Option PROSE consists of a minimum of three (3) informal/short unannounced classroom observations lasting a minimum of 15 minutes each. Additionally, Option PROSE includes a structured review, which allows teachers to select and focus on a specific area of their teaching with a defined purpose in mind. Within the Structured Review process, teachers will create and submit a Structured Review Plan, in which they identify a specific area of focus, the teacher's purpose in focusing on the area of focus, the activities the teacher will undertake that align with his/her purpose and area of focus, and at least 3 components of the NYC MOTP Rubric upon which the teacher's work shall be evaluated based on items discussed and presented at the Structured Review. Within the Structured Review, the evaluator will score the teacher-selected documentation discussed during the Structured Review on all components of the NYC MOTP Rubric that are included in the Structured Review Plan, as well as any and all other components of the NYC MOTP Rubric for which there is evidence.

## 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 the school year, respectively, teachers in PROSE/PBAT schools who elect to use observation option PROSE on their PROSE/PBAT MOTP selection form (completed during the initial planning conference) as the process by which they will be observed and evaluated will have the following performed throughout the year:

*Evaluation by a principal or other school-based trained administrator:*

- Minimum of two (2) informal classroom observations lasting a minimum of 15 minutes each (both *may* be unannounced but one *must* be unannounced); and
- A Structured Review (described below) that includes a Mid-Year Check-In conference (described below) to discuss how the teacher is progressing with the implementation of the SRP (defined below).

*Evaluation by an Independent Evaluator:*

- One (1) informal, unannounced or announced classroom observation lasting a minimum of 30 minutes.

#### 1. INFORMAL/SHORT UNANNOUNCED CLASSROOM OBSERVATION PROCESS

For teachers who select observation option PROSE, a minimum of two (2) informal/short unannounced classroom observations will be performed throughout the school year by the principal/other school-based trained administrator. The informal/short unannounced classroom observations conducted through observation option PROSE 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 in the 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/Teacher Observation Report 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 the Evaluator Form/Teacher Observation Report. 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 PROSE receive less than two 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/Teacher Observation Report. 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/Teacher Observation Report 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/Teacher Observation Report 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 informal classroom observation with the express written consent of the teacher. Whether and how the informal observations will be videotaped shall be discussed and determined pursuant to the collective bargaining agreement during the initial planning conference, memorialized in writing on the MOTP Observation Option Selection Form, and placed in the teacher's 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. Within Option PROSE, 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 one (1) of the informal observations (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 formative post-observation conference to show a teacher what is being critiqued.

## **2. STRUCTURED REVIEW**

Teachers selecting observation option PROSE shall participate in a Structured Review Plan (SRP) that allows them to select and focus on a specific area of their teaching with a defined purpose in mind. For example, teachers might seek to:

- attain greater mastery of a component of the NYC MOTP Rubric
- refine strategies for a subgroup of students with a common challenge
- deepen content knowledge
- attain greater mastery of strategies that address areas of the curriculum (for example, the teaching of academic vocabulary; scientific modeling; reading in a content area, etc.)

### **Steps in the Structured Review Plan process:**

1. For teachers selecting Option PROSE the area of focus will be proposed by the teacher and discussed with the evaluator at the Initial Planning Conference (IPC).
2. By seven (7) school days after the last Friday in October (the deadline by which all IPCs must be conducted), the teacher will create and submit a Structured Review Plan (SRP) to the evaluator. The SRP will identify:
  - a. The specific area of focus
  - b. The teacher's purpose in focusing on this area
  - c. The activities the teacher will undertake that align with his/her purpose and area of focus
  - d. At least 3 components of the NYC MOTP Rubric upon which the teacher's work shall be evaluated based on items discussed and presented at the structured review.

Activities may include but will not be limited to the following, provided they are conducted in accordance with the collective bargaining agreement:

- visiting the classrooms of other teachers (who have chosen Option 3, Option 4 (beginning in school year 2017-18 and beyond) or have consented)/inviting teachers to visit their class (including working with other teachers who have a similar area of focus)
- video-taping lessons for self-review or formative review with others
- conducting action research
- implementing a focused unit of lessons and assessments
- gathering student work as part of a cycle of inquiry
- attending professional development activities
- engaging in reflective conversations with peers or administrators and writing reflective pieces associated with the various activities, and documenting their overall experience, and/or their own successes and challenges with the project

3. The SRP must be submitted to the evaluator who must either request changes or approve the plan by November 15. The evaluator and teacher must both sign the SRP by November 17, indicating that the plan has been approved. If the SRP is not co-signed by this date, the teacher shall be observed and evaluated under Observation Option 2.
4. Between the first Friday in January and the second Friday in February, the teacher and evaluator shall participate in a face-to-face Mid-Year Check-In conference. The purpose of the meeting is to discuss how the teacher is progressing with the implementation of the SRP.
5. Upon the completion of the activities associated with the teacher's SRP, between the last Friday of April and no later than the last Friday of June, the teacher and evaluator will participate in an individual, face-to-face Structured Review. The purpose of the Structured Review is to discuss the teacher's overall experience with each part of the SRP, as well as reviewing teacher-selected documentation that the teacher has gathered or created during the implementation of the SRP.
6. The Structured Review and the summative end of year conference can be conducted at the same time, if there is mutual consent between the teacher and the evaluator.
7. Using the Structured Review Evaluator Form/Teacher Observation Report, the evaluator will score the teacher-selected documentation discussed during the Structured Review on all components of the NYC MOTP Rubric that are included in the SRP, as well as any and all other components of the NYC MOTP Rubric for which there is evidence (see section on scoring below for more information).
8. For teachers using observation option PROSE, additional attendees may be present at the IPC, Mid-Year Check-in, Structured Review and summative end of year conference with mutual consent of the teacher and the evaluator to the extent permitted under the law.

#### Scoring the Structured Review Plan:

All NYC MOTP Rubric components that are included in the SRP, as well as any and all other components on the NYC MOTP Rubric for which there was evidence in the Structured Review will be weighted equally and averaged to create a Structured Review Score on a scale from 1-4.

### 3. INDEPENDENT EVALUATOR OBSERVATION PROCESS

For teachers who select Observation Option PROSE, one (1) informal classroom observation will be performed in person by an Independent Evaluator for a minimum of 30 minutes, in addition to the two (2) informal announced/unannounced classroom observations by a principal or other school-based trained administrator as described herein. Similar to the informal classroom observations by the school-based evaluator, the Independent Evaluator observation 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). Independent Evaluators will rate teachers for evaluative purposes on the NYC MOTP Rubric in the following components, as consistent with applicable law: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), and 3(d), as required. The Independent Evaluator observation may be announced or unannounced (at the discretion of the Independent Evaluator) and shall not require a pre- or post-observation conference. Furthermore, an Independent Evaluator shall not communicate with the school's administration or the observed teacher except for brief, social niceties that do not in any way relate to the teacher, the school's performance, or any other substantive matter. However, a teacher who is observed by an Independent Evaluator may, at the teacher's option, provide the Independent Evaluator, in writing only, additional information regarding the lesson that was observed and such information shall be provided within two (2) school days after the observation.

## INITIAL PLANNING CONFERENCE OVERVIEW

An initial planning conference ("IPC") is a mandatory component of all teachers' evaluations for the Teacher Observation Category component. This initial planning conference must be held no later than the last Friday in October between the teacher and the evaluator, and must be held prior to conducting any teacher observations absent extraordinary circumstances (e.g., teacher on medical leave, teachers hired mid-year or late year). School administrator(s) selected to conduct the initial planning conference shall be determined at the school level.

The evaluator will discuss with the teacher which observation option the teacher will select for the school year and whether observations will occur via video or in-person, to be memorialized on the MOTP Observation Option Selection Form. While not required it is recommended that teachers consider choosing to 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 to 4 are recommended) for the school year. It is also recommended that these formative goals align and help leverage Student Learning Objectives (SLOs), as applicable, to ensure formative instructional decisions and approaches will support academic improvement for all students. Teachers shall have the sole discretion whether to set professional goals as part of the IPC. During the initial planning conference a MOTP Observation Option Selection Form will be completed accordingly and signed by both parties. Notwithstanding anything else in this section, professional goal-setting will not be used as evidence of teacher effectiveness.

Teachers in PROSE/PBAT schools – and only those teachers – will be given the PROSE/PBAT MOTP selection form that includes option PROSE.

For teachers who know they intend to choose Option 1, the teacher may request to conduct the IPC and the pre-observation conference at the same time. Therefore, at the IPC, 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 IPC and the pre-observation conference must be held no less than one (1) school day and a maximum of twenty (20) school days from the date on which the scheduled formal announced classroom observation is to occur. If the IPC and the pre-observation conference are conducted separately, the formal observation must include a pre-observation conference a maximum of twenty (20) 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
- After the Initial Planning Conference occurs (no later than the last Friday in October) and the first Friday in June: All formal, informal, and Independent Evaluator (as required) 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 overall APPR rating (MOTP and MOSL combined) 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. During the transition years, the original rating (also known as the Advisory Result) will be provided to the teacher by September 1st of the school year following the year of the evaluation, or as soon as practicable thereafter.



# 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-d 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-d 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 Overall APPR Rating in accordance with Education Law §3012-d and as outlined in this plan.
- D. The term “Impartial Independent Trained Evaluator”, “Independent Evaluator”, or any variation thereof shall mean any authorized personnel who has received the requisite training to properly observe and evaluate teachers in accordance with Education Law §3012-d and as outlined in this plan. The Impartial Independent Trained Evaluator shall not have worked within the past five (5) years in the school with the current BEDS code as the teacher being observed.
- E. 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 for Teaching* that shall be used for evaluating teacher performance to determine a teacher’s rating on the Teacher Observation Category component. For observations conducted by a principal or other trained school-based administrator, components include: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), 3(d), and 4(e). For observations conducted by an Independent Evaluator, components include: 1(a), 1(e), 2(a), 2(d), 3(b), 3 (c), and 3(d).
- F. 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.
- G. The “initial planning conference” (“IPC”) shall be defined as an individual in-person / 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/Teacher Observation Report 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. Notwithstanding anything else in this section, professional goal-setting will not be used as evidence of teacher effectiveness.
- H. The “summative end-of-year conference” shall be defined as an in-person / 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.

- I. The “Formal Announced Classroom Observation Evaluation Process,” “Formal Evaluation Process,” “Formal Observation” or any variation thereof shall be defined as the three-tiered evaluation process conducted by an evaluator of a teacher consisting of a pre-observation conference, formal announced classroom observation, and a post-observation conference between the evaluator and teacher.
- J. The “Pre-Observation Conference” shall be defined as an in-person / 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.
- K. 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.
- L. The “Post-Observation Conference” shall be defined as an in-person / face-to-face meeting between the teacher and evaluator 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.
- M. The “Informal 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 may or may not include prior notification to the teacher (*note* – all informal observations *may* be unannounced, but at least one *must* be unannounced). The evaluator will utilize the Evaluator Form/Teacher Observation Report for each informal classroom observation.
- N. The “Evaluator Form” (in school year 2016-17) and “Teacher Observation Report” (in school year 2017-18 and beyond), or any variation thereof shall refer to the documentation form that will allow evaluators to rate and delineate between all 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 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 form must be provided to the teacher and placed in the teacher’s file in accordance with the collective bargaining agreement no later than forty-five (45) school days following the formal or informal observation. A teacher’s absences shall not count toward the 45 school-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 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.
- O. The MOTP Summary Form shall be defined as the document the principal or his/her designee completes once all formal and/or informal evaluations have been completed for the teacher and an overall MOTP score (from 0-4) and MOTP HEDI rating have been calculated. The Final Summary Form shall provide the overall MOTP score (from 0-4) and rating for the teacher for the Teacher Observation Category component to be used in the Scoring

Matrix for the Overall Rating to determine the overall HEDI rating.

- P. 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” or “Teacher Observation Report” will be deemed low-inference notes. Low-inference notes are the sole property of the evaluator and do not constitute a record, formal or informal, of the teacher observation process and therefore will not be included within a teacher’s file. Evaluators are not required to submit low-inference notes to a teacher.
- Q. The terms “Rating,” “Overall Rating” or any variation thereof shall mean the final rating a teacher will receive based on the combined ratings of the Teacher Observation Category and the Student Performance Category, as determined by the matrix, of which the APPR encompasses.
- R. 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.
- S. The terms “overall MOTP score,” “overall 0-4 MOTP score,” or any variation thereof shall be defined as the culminating final Teacher Observation Category score a teacher shall receive after the formal announced and/or informal evaluations, including for Option PROSE all required documents, forms, and evidence, have been evaluated and scored by the evaluator(s). The overall MOTP score for the Teacher Observation Category shall be calculated using the MOTP Summary Form.
- T. The terms “MOTP HEDI rating,” or any variation thereof shall mean the four (4) performance rating categories (Highly Effective, Effective, Developing, and Ineffective) established by the Commissioner of the New York State Education Department, one of which a teacher receives associated with the 0-4 MOTP score based on the evaluator(s) scoring of the components of the NYC MOTP Rubric. Teachers will receive their MOTP HEDI rating using the MOTP Summary Form.
- U. For only teachers in approved participating PROSE/PBAT schools who choose Observation Option PROSE, the “Mid-Year Check-In conference” shall be defined as a face-to-face conversation between the teacher and evaluator conducted at a mutually agreed upon time between the first Friday in January and the second Friday in February. The purpose of the Mid-Year Check-In conference is to discuss how the teacher is progressing with the implementation of their Structured Review Plan. Additional attendees may be present at the Mid-Year Check-In conference with mutual consent of the teacher and the evaluator to the extent permitted under the law.
- V. For only teachers in approved participating PROSE/PBAT schools who choose Observation Option PROSE, the “Structured Review” shall be defined as an individual, in-person / face-to-face conversation between the teacher and evaluator conducted at a mutually agreed upon time. The Review is conducted upon completion of the activities associated with the teacher’s Structured Review Plan (SRP) and between the last Friday of April and no later than the last Friday of June. The purpose of the Structured Review is to discuss the teacher’s overall experience with each part of the plan as well as reviewing teacher-selected documentation that s/he has gathered or created during the implementation of the plan. Using the Structured Review Evaluator Form, the evaluator will score the teacher-selected documentation discussed during the Structured Review on all components of the NYC MOTP Rubric that are included in the SRP, as well as any other components of the NYC MOTP Rubric for which there is evidence. The Structured Review and the summative end of year conference can be conducted at the same time if there is mutual consent of the teacher and evaluator. Additional attendees may be present at the Structured Review with mutual consent of the teacher and the evaluator to the extent permitted under the law.
- W. For only teachers in approved participating PROSE/PBAT schools who choose observation option PROSE, the

"Structured Review Plan" (SRP) shall be defined as the document that teachers create and submit in which they identify a specific area of focus, the teacher's purpose in focusing on the area of focus, the activities the teacher will undertake that align with his/her purpose and area of focus, and at least 3 components of the NYC MOTP Rubric upon which the teacher's work shall be evaluated based on items discussed and presented at the Structured Review. By seven (7) school days after the last Friday in October (the deadline by which all IPCs must be conducted), the teacher will create and submit a Structured Review Plan (SRP) to the evaluator. The supervisor must either request changes or approve the plan by November 15. The evaluator and teacher must both sign the SRP by November 17, indicating the plan has been approved. If the SRP is not co-signed by this date, the teacher will use observation option 2.

## Task 11.2 -- Additional Information Regarding Principal Improvement Plans

Principals will receive their principal improvement plan (PIP) within ten (10) school days from the opening of classes of the school year following the school year in which the principal was rated “developing” or “ineffective” in accordance with Education Law §3012-d.

For principals rated ineffective, to the extent practicable, the principal shall have an in-person meeting with their supervisor within ten (10) school days from the opening of classes, and in no case will this meeting occur later than 10 additional school days. The principal will have four (4) additional in-person visits. Two (2) of these visits will be by the superintendent, and two (2) of these visits will be by someone from the superintendent’s team.

For principals rated developing, if the principal wants to discuss the principal improvement plan with the superintendent, the superintendent shall do so by phone or an in-person meeting within ten (10) school days from the opening of classes for the school year following the school year in which the principal was rated developing. The principal will have four (4) additional in-person visits. Two (2) of these visits will be by the superintendent, and two (2) of these visits will be by someone from the superintendent’s team.

Following each of the supervisory visits by the superintendent, the superintendent shall issue written feedback to the principal describing progress on the principal improvement plan and APPR rating thus far in the school year.

## NYCDOE Growth Model for *Advance*

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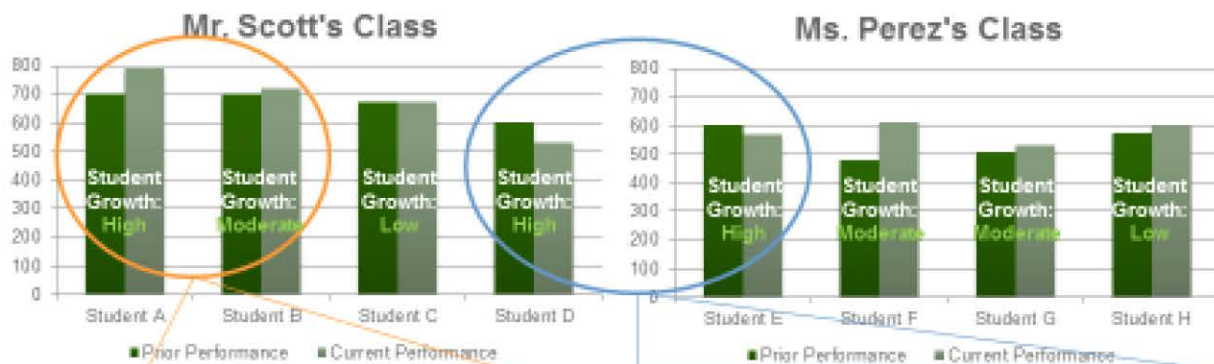
## Key Points about NYCDOE Growth Model

- Growth models measure **growth** in student learning, not achievement.
  - This allows teachers to receive high growth scores no matter where their students start the year
- Growth models measure growth compared to **similar** students
  - Similar students are defined in terms of academic history and student characteristics (i.e., economic disadvantage, SWD, ELL, and retention status)

*These features help ensure that every teacher has a fair chance to do well on these measures regardless of the composition of his/her class.*

## Similar Students and Student Growth

The NYCDOE model does not focus solely on end-of-year achievement. It compares the performance of a class of students to similar students citywide.



Students A and B have the same prior performance and have similar characteristics. Student A outperformed Student B on current performance and showed more growth.

Even though they both saw a decline in their test scores, similar Students D and E are still considered to have had high student growth due to their relative performance to the other students like them. Between the two of them, Student E outperformed Student D on current performance and would therefore have a higher student growth metric than Student D.



## From Student Growth to Teachers' Final Ratings

### Step 1: Calculate Student Growth Percentiles (SGPs)

- Calculate each student's growth on assessments, compared to "similar" students.



### Step 2: Calculate Mean Growth Percentiles (MGPs)

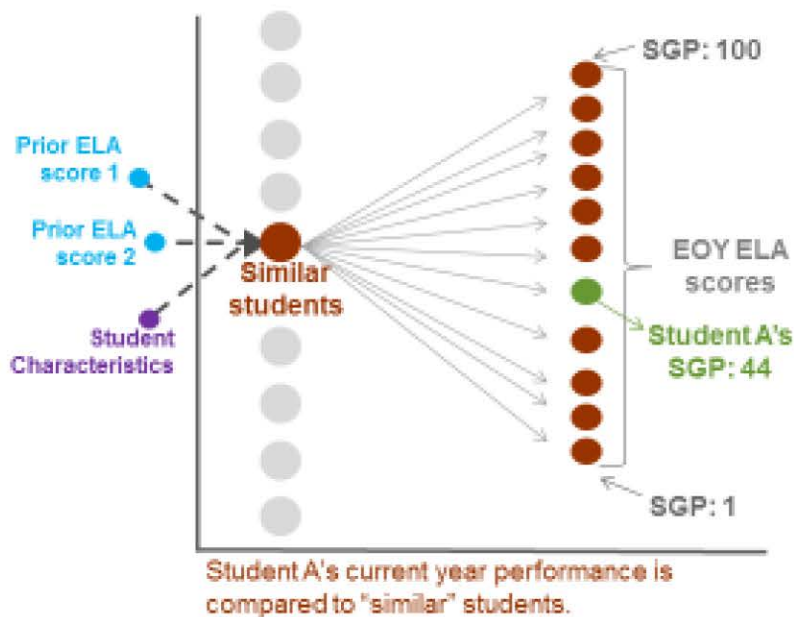
- Each student's SGP is weighted for enrollment duration and daily school attendance record.
- Weighted SGPs are averaged together to create the teacher's MGP.



### Step 3: Calculate MOSL Growth Score

- MGPs are mapped to HEDI ratings scale to determine MOSL ratings.
- HEDI ratings are associated with a numeric score between 0 and 20 and include the following categories:
  - Highly Effective
  - Effective
  - Developing
  - Ineffective

## Step 1: Calculating Student Growth Percentiles (SGPs)



To calculate Student Growth Percentiles (SGPs), performance on end-of-year assessments for similar students is compared.

The NYCDOE Growth Model uses incoming student achievement and student characteristics to identify similar students.

In this example, we use Student A's prior ELA assessment scores as her incoming achievement, along with her student characteristics, to find her most appropriate group of similar students. Within that group Student A has an SGP of 44, meaning she performed better on her EOY ELA assessment than 44% of "similar" students.

## Step 2: Accounting for Enrollment and Attendance

- Student Growth Percentiles (SGPs) are weighted by *class enrollment* duration and *school attendance* to account for the time the student spent in the teacher's class.
  - The **enrollment duration** is the percentage of time that the student was in the teacher's class from the start of the year to the test date.
  - The **attendance percentage** is the student's attendance rate at school while the student was enrolled in the teacher's class.

	Unit of measurement	Model Consequence
Enrollment	Class	<ol style="list-style-type: none"><li>1. Determines whether a student is included in a teacher's MOSL rating<ul style="list-style-type: none"><li>• Cumulative 3 months before post-test administration to be included in NYCDOE model</li></ul></li><li>2. Students weighted by enrollment duration</li></ol>
Attendance	School	<ol style="list-style-type: none"><li>1. Students weighted by daily attendance percentage</li></ol>

## Step 2 (cont'd): Calculating Mean Growth Percentile (MGP)

A teacher's Mean Growth Percentile (MGP) is the average of his/her students' SGPs, weighted by enrollment and daily attendance.

Ms. Francis' Class				
	SGP	Enrollment Duration	Attendance	Weight = Enrollment x Attendance
Daniel	45	80%	90%	.72
Brittany	40	100%	55%	.55
Landon	70	20%	80%	N/A
Zoe	60	100%	90%	.90
Jose	40	100%	75%	.75
Ismael	55	80%	100%	.80
Penny	50	100%	100%	1.00

Due to her poor attendance, Brittany's SGP will factor less into Ms. Francis' final calculation

Landon is excluded from Ms. Francis' final calculation because he does not meet the minimum enrollment criterion required to be attributed to a teacher (3 months for the NYCDOE Growth Model)

Since Penny was enrolled for the entire year and had 100% attendance, her weight is the maximum 1.00

### Ms. Francis' Weighted MGP

$$\frac{[(45 \cdot .72) + (40 \cdot .55) + (60 \cdot .90) + (40 \cdot .75) + (55 \cdot .80) + (50 \cdot 1.00)]}{(.72 + .55 + .90 + .75 + .80 + 1.00)} = \frac{232.4}{4.72} = 49.2$$

Ms. Francis' MGP is 49.2, meaning on average her students showed more growth than 49% of similar students in the city.

## Step 3: Calculating MOSL Growth Scores

HEDI ratings are calculated for each MOSL component using a combination of teacher *MGP*s and *confidence ranges*.

MGP is...	and Confidence Range has...	then HEDI Rating & Points are...
> 1.5 SD <sup>†</sup> Above Mean	Lower Limit > Mean	Highly Effective (18-20 Points)
> 1.5 SD Above Mean	Lower Limit ≤ Mean	Effective (15-17 Points)
Between 1 SD Below Mean to 1.5 SD Above Mean	Any	
1.5-1 SD Below Mean	Upper Limit ≥ Mean	
1.5-1 SD Below Mean	Upper Limit < Mean	Developing (13-14 Points)
> 1.5 SD Below Mean	Upper Limit ≥ .75*SD Below Mean	
> 1.5 SD Below Mean	Upper Limit < .75*SD Below Mean	Ineffective (0-12 Points)

## Determining Confidence Ranges



- A confidence range is a statistical way of representing how confident we are in an estimate. Confidence range limits are calculated as:  
$$\text{MGP} \pm \text{margin of error}$$
- The confidence range depends on a number of factors, including the number of student scores included in a teacher's MGP and the variability of student performance in the classroom.
  - For example, smaller class sizes tend to be associated with larger confidence intervals, whereas larger class sizes tend to be associated with smaller confidence ranges.
- The teacher's MGP and confidence range are used to convert MGPs into HEDI ratings and points, as illustrated by the chart on the previous slide.

## A closer look at the NYCDOE Growth Model demographic variables:

Characteristic	How is this taken into account?	Rationale
Special Education (SWD)	<p>Considers a student's most restrictive status over 4 years:</p> <ul style="list-style-type: none"> <li>• SWD designation: Related Services, Teacher Support Services, Collaborative Team Teaching, or Self-Contained</li> <li>• % of students who are SWD at school level</li> <li>• % of students who are SWD at teacher level</li> </ul>	This combination of variables is designed to recognize as much distinction between the different levels of disability that SWD students may display as possible.
Economic Disadvantage (ED)	<p>Accounts for a student's ED status over 4 years:</p> <ul style="list-style-type: none"> <li>• Temporary housing status</li> <li>• HRA-mandated free lunch status</li> <li>• % of students who are ED at the school level</li> </ul>	The 4-year specification recognizes the potential long-term impact of poverty on a student's progress.
English Language Learner (ELL)	<p>Quantifies a student's English proficiency in the current year:</p> <ul style="list-style-type: none"> <li>• ELL status</li> <li>• In most cases, incoming prior achievement scores</li> <li>• % of students who are ELLs at the school level</li> </ul>	This scheme considers a student's English capability, rather than the length of time they have been an ELL student in NYC.
School Achievement	<p>Quantifies the achievement of the school student population:</p> <ul style="list-style-type: none"> <li>• Average prior achievement score at the school level; different assessments are used depending on the grade and assessment history of the student.</li> </ul>	This accounts for the achievement level of peers.
Retention	<p>Accounts for whether a student was repeating a grade either in the current or previous school year:</p> <ul style="list-style-type: none"> <li>• Retained indicator</li> </ul>	This accounts for the different learning circumstances of retained students.