

New York State Teacher and Principal Evaluation

Summary of decisions and options for consideration by Board of Regents
REVISED DRAFT for DISCUSSION: March 2011

Student Achievement Measures: Teachers

Teacher		
	ELA/Math 4-8 (2011-12 and beyond)	All Classroom Teachers (2012-13 and beyond)
<p>Growth on State Assessments</p> <p>20 points (25 with approved VA model)</p>	<ul style="list-style-type: none"> • Result of student growth model (VA if approved in 2012-13) • Policies on Teacher of record and linked students (also 2012+) 	<ul style="list-style-type: none"> • Result of VA model as applied and approved for existing and new any new state assessments <ul style="list-style-type: none"> ○ 9-11 ELA 2011 ○ Math Regents ○ PARCC as available ○ If approved: 6-8 science, social studies
<p><i>If no state test with VA model</i></p>	<p>N/A</p>	<p>Which?</p> <ul style="list-style-type: none"> • Growth measure from menu of State-approved assessments by grade/subject • Require group or team metric from state growth measures in most relevant tested grades • Free district choice from local assessment options • Free district choice to divide state-growth points between other 2 evaluation components.
<p>Local Assessments</p> <p>20 points (15 after VA model)</p> <p>Can be growth or achievement</p>	<p>Locally comparable means which?</p> <p>a. 1 test across same grade/subject classrooms in District or BOCES programs and if not, high bar for variance</p> <p>b.1 test across same grade/subject classrooms school-wide</p> <p>Districts choose from these options: should any be removed or added?</p> <ul style="list-style-type: none"> • Pre-approved menu of State-acceptable 3rd party assessments • Districts develop or contract for assessments and verify comparability and rigor • School-wide, group, or team results based on state or local assessments • Structured District-wide goal setting process for use with any state, local, or school assessment agreed to by principal or teacher • Utilize state tests for both growth and “local” metrics • Free district choice of local assessments • Districts may allow free school choice of local assessments 	

Student Achievement Measures: Principals

Principals		
	Elem/Middle (With 4-8 2011-12) all 2012-13 and beyond	High Schools (2012-13 and beyond)
<p>Growth on State Assessments</p> <p>20 points (25 with approved VA model)</p>	<ul style="list-style-type: none"> • Result of student growth/VA model • Growth within student subgroups (SWD, ELL, highest or lowest achievers) • Add grades or subjects as VA model applies 	<ul style="list-style-type: none"> • Result of VA model as applied to English and Math Regents performance. • Add subjects as VA model applies • Progress to Graduation &/or grad rate vs. predicted metric • Growth within student subgroups (SWD, ELL, highest or lowest achievers)
<p>Local Assessments</p> <p>20 points (15 after VA model)</p> <p>Can be growth or achievement</p>	<p>Options: should any be removed or added?</p> <ul style="list-style-type: none"> • Achievement on state tests (% proficient) • Performance of student subgroups (SWD, ELL, highest or lowest achievers) • Selected metrics from local assessments used for teachers 	<p>Additional HS Options: should any be removed or added?</p> <ul style="list-style-type: none"> • Regents participation rates • % Regents pass or pass with college ready score • Graduation rates • College-ready graduation rates • Dropout rates • PSAT , SAT take rates and scores • AP, IB, other Regents-equivalents take and pass rates

Related Implementation Issues: Student Achievement Measures:

- **SED will issue RFP for vendor to build teacher, principal models.**
 - founded on student growth percentiles
 - adjusting as needed for student demographics, classroom, school and educator characteristics.
 - Results translated into evaluation scores for growth subcomponent within challenging deadlines given test dates and evaluation timelines
 - Provide reporting to educators, district and SED leadership
- **SED will proceed with Local Assessment RFQ, including identifying those that could be used “in lieu of” state tests for growth measures in non-tested subjects.**
 - a. Need to be sure 4-8 ELA/Math options available by July 1. Others soon thereafter.

Teacher and Principal: Other measures of effectiveness 60 Points

Teacher		Principal
Standards	NYS Teaching Standards	Which? <ul style="list-style-type: none"> • ISLLC • NYS develop own
Choice of rubrics to assess proficiency vs. standards	Which? <ol style="list-style-type: none"> a. Single state-wide rubric b. Menu of state-approved choices and district variance process c. Free district choice SED plans to proceed with RFQ for rubrics now to ensure guidance available by July 1 if this option selected.	
District options:	Should any be removed/added? <ul style="list-style-type: none"> • Classroom Observation: <ul style="list-style-type: none"> ○ Observation by principal or other administrator ○ Observation by trained evaluators independent of the school ○ Observation by trained in-school peer teachers ○ Observation using video of classroom practice and any approved evaluator • Structured review of student work and/or teacher artifacts using “portfolio” or “evidence binder” processes • Feedback from students, parents, and/or other teachers using structured survey tools • Teacher attendance • Individual professional growth goals • Teacher self-reflection • Other? 	Should any be removed/added? <ul style="list-style-type: none"> • Superintendent assessment of principal leadership practice • School visits by other trained evaluators independent of the school • Teacher effectiveness: <ul style="list-style-type: none"> - Principal actions to implement and conduct teacher evaluation effectively (for example, timely observation and feedback) - Evidence of improved effectiveness of teaching staff (for example, improved retention of higher performers, student growth scores of teachers granted vs. denied tenure) • Operational (for example, budget performance, compliance with regulations, safety, management) • Feedback from students, parents, and/or other teachers • Teacher and/or student attendance • School academic or learning environment goals • Individual professional growth goals • Principal self-reflection • Other?
Do Regents have any specific requirements for this section?	For Example: <ul style="list-style-type: none"> • Emphasize some standards over others? (E.g., classroom practice vs. professional growth) as a way to encourage more reliance on most rigorous metrics. • Require multiple sources of feedback (multiple observers; student, family, teacher input) • Require attendance for teachers; teacher effectiveness metric for principals or other metric 	

Teacher and Principal: Composite Scoring and Ratings

The legislation requires the Regents to prescribe the scoring ranges from 1-100 for each of the following ratings: Highly Effective, Effective, Developing and Ineffective (HEDI).

Two Examples:

A. State Growth and Composite Score Only

State assigns score of 1-20 (25 after VA model approved) based on state test results in a normal distribution of educators across state, taking into account confidence intervals.

State also identifies composite scoring bands for overall HEDI rating. (illustratively for 11-12)

State Growth Performance	Educator Percentile in state	Point range (of 20)
Well below avg	Bottom 15%	0-4
Below avg	16-35%	5-9
Average	36-70%	10-15
Above avg	71%+	16-20

Overall	HEDI rating
0-64	Ineffective
65-79	Developing
80-90	Effective
91+	Highly effective

B. State-Directed Sub-Component Bands and Composite Bands

Provide performance level descriptions and scoring ranges for each subcomponent (state, local, 60) and composite HEDI bands.

- STATE GROWTH 20: normal distribution of educators across state. (same as above)
- LOCAL ASSESSMENT 20: Normal distribution across district (encouraged or required, at least where enough teachers, or where less than 85% of students are proficient)
- Other 60: absolute standard anchored in rubrics and tools that have 4 scoring levels. Illustratively for 2011-12:

Rating level	Other 60 points	Local assess.	State growth	Overall	HEDI rating
Lowest	0-30	0-4	0-4	0-50	Ineffective
	30-45	5-9	5-9	51-75	Developing
	45-54	10-15	10-15	76-90	Effective
Highest	55-60	16-20	16-20	91+	Highly effective

District Annual Professional Performance Review Plan Requirements

1. Which of the following should be required in the district's professional performance review plan?
 - A. Criteria and assessment approaches for teachers and principals
 - B. How the rating categories (HEDI) will be used to differentiate professional development, compensation, and career decisions for teachers and principals
 - C. How rating points will be determined for local assessment and "other metrics" subcomponents of evaluation. Process must be transparent to all educators and must be designed in a way that it is possible to earn any amount of rating points within the subcomponent
 - D. How Districts/BOCES will ensure all evaluators are properly trained and "certified" to conduct evaluations.
 - E. How district or BOCES will ensure that evaluators will have the time required to complete requirements of the evaluation system. For example, ensuring a reasonable ratio of teachers to trained evaluator to accomplish required observations and conferences?
 - F. How the district/BOCES will provide timely and constructive feedback to teachers and principals
 - G. How the district or BOCES will address the performance of teachers or principals whose performance is evaluated as needing an individual improvement plan
 - H. Other?