



New York State  
EDUCATION DEPARTMENT

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Knowledge > Skill > Opportunity

# Annual Professional Performance Review (APPR) Update

February 12, 2018

# APPR Transition Period Background

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## 2015-16

- April 2015: Education Law §3012-d is enacted, substantially changing the requirements for teacher and principal evaluation.
- The Department puts a hardship waiver in place for districts, extending the deadline for APPR plan approval.
- At its December 2015 meeting, the Board of Regents adopts an APPR transition period, limiting the use of the grades 3-8 ELA and math State assessments and any State-provided growth scores to advisory purposes only.
  - The transition period is effective through the 2018-19 school year as the State transitions to new assessments and higher learning standards.

## 2016-17

- First full year of implementation of Education Law §3012-d.

# State Education Department Activities Since the Transition Period

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Over the past two years, the Department has consistently engaged with stakeholders:

- The Commissioner and senior leadership continue to meet regularly with stakeholders, including but not limited to: NYSUT, NYSCOSS, SAANYS, NYSSBA, NYSPTA, and NYSFSA.
- In order to support the field and collect feedback on challenges facing districts, the Office of Educator Quality and Professional Development conducted regional meetings with many BOCES and their component districts to discuss implementation of Education Law §3012-d. Department staff have also had numerous conversations with superintendents, local union members, and NYSUT staff on the development of APPR plans.
- The program office has also had discussions with groups such as S/CDN and the Professional Standards and Practices Board.

# State Education Department Activities Since the Transition Period

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- Over the past two years, we have undergone a comprehensive effort to revise our ELA and Mathematics Learning Standards and assessments.
- We also developed and received approval of our ESSA plan, which is designed to help ensure that educators have the resources and support that they need to deliver effective instruction to all of their students.
- As part of the ESSA Think Tank, discussions were had with many stakeholders regarding educator effectiveness and APPR, including how we define effective teachers and the role of evaluation in developing and supporting educators.

# State Education Department Activities Since the Transition Period

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- As that work is now on its way, we can turn our attention more directly to revising the teacher and principal evaluation system.
- The Department released two RFPs in November 2017 to select technical assistance providers to assist us with this work.
- The first technical assistance provider will be supporting the assessment and evaluation Workgroups for revising teacher and principal evaluation requirements:
  - The Evaluation and Assessment Workgroups will be made up of practitioners from the field and representatives of the Council of School Supervisors & Administrators, ESSAA, NYSCOSS, NYSFSA, NYSPTA, NYSSBA, NYSUT, SAANYS, and UFT.

# State Education Department Activities Since the Transition Period

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- The Workgroups will examine both the elements of the current system that are working well and should be maintained, and the potential changes that are needed to the existing system.
- The second technical assistance provider will work with SED to conduct Student Learning Objective (SLO) Workshops.
  - The Department will convene teams of practitioners from school districts.
  - These teams will examine their current local processes for the development, implementation, and refinement of SLOs and how these SLOs can be used both as instructional tools and a measure of educator effectiveness.
  - They will also help to develop tools and resources that can assist school districts across New York State.

# Commissioner's APPR Survey

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- This survey was released to begin a collaborative conversation with teachers, school leaders, and district administrators on revising New York's current APPR system.
- On February 6, 2018, all public school teachers, as well as school and district leaders, received an invitation to complete a survey about current teacher and principal evaluation requirements and what an ideal system could look like.
- The survey was designed to collect feedback from educators in four areas:
  - The overall purpose and appropriate use of evaluation to support continuous improvement;
  - School-based factors educators believe they have an influence on;
  - The inclusion and relative weight of different types of evaluation measures; and
  - The frequency and number of instances of each measure.

# Commissioner's APPR Survey

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- The survey was lead by staff in the Office of Educator Quality and Professional Development with training in developing feedback surveys.
- The development process was iterative. Feedback was provided along the way from internal Department staff and external stakeholders including teachers, superintendents, and BOCES district superintendents.
- Additional review was conducted by Education Analytics, national experts in survey development and psychometrics.
- The survey was designed to gather feedback from the field that can help to inform our work moving forward.
- We anticipate additional surveys, as needed, on specific areas related to the development of the evaluation system.
- Careful attention was paid to things like cognitive load, question wording, order, and format, and survey structure to ensure that we are collecting high quality feedback.

# Proposed Next Steps

March 2018	April 2018	May/June 2018	Summer 2018	Fall 2018	Fall/Winter 2019	Winter/Spring 2019	Spring 2019	Spring/Summer 2019	Summer 2019	SY 2019-20
Analyze Results of Initial Survey  Determine additional questions for the field	Convene Workgroups  Share Survey Results	Workgroups Formulate Additional Questions for the field	Focus Groups, Surveys, Regional Meetings to Gather Feedback	Workgroups Use Field Feedback to Draft Initial Recommendations	Additional Focus Groups, Surveys, Regional Meetings, As Needed, to Gather Feedback	Workgroups Finalize Recommendations	Final Recommendations Presented to Board of Regents	Regulations Revised, As Needed	Department provides guidance to the field and assists LEAs with development of new evaluation systems	Implement Evaluation System

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# Questions?