

**New York State Teacher and Principal Evaluation: Summary of Provisions in Draft Regulations**

<b>Student Achievement Measures: Teachers</b>		
	<b>ELA/Math 4-8 (2011-12 and beyond)</b>	<b>All Other Classroom Teachers (2012-13 and beyond)</b>
<p><b>Growth on State Assessments</b></p> <p>20 points (25 points with approved VA model)</p>	<ul style="list-style-type: none"> <li>• Result of student growth percentile model, which may include consideration of poverty, ELL, SWD status.</li> <li>• Value-added model with additional controls when approved, which can be no earlier than 2012-13.</li> <li>• Policies on Teacher of Record and linked students.</li> <li>• State to issue RFP for provider of growth and value-added measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Approach 65% coverage of teachers with growth/value-added measures by extending growth/value-added model, as applicable, to existing and new (if resources available) state assessments:               <ul style="list-style-type: none"> <li>○ 9-11 ELA 2011</li> <li>○ Math Regents</li> <li>○ PARCC as available</li> <li>○ If approved: 6-8 science, social studies and related Regents</li> <li>○ If approved, progress monitoring in K-3 ELA, math</li> </ul> </li> <li>• Feasibility analysis with each expansion area to determine applicability of growth/value-added methodology to pre/post tests.</li> </ul>
<p><b>Growth Using Comparable Measure</b></p> <p>20 points <i>[when no State assessment with an approved growth/VA model]</i></p>	<p>N/A</p>	<p><b>For all applicable grades/subjects:</b> State-determined district-wide student growth goal-setting process used with assessment from options below:</p> <p><b>For 9-11 ELA/Math and 6-11 Science and Social Studies:</b></p> <ul style="list-style-type: none"> <li>• District determined assessment from state-approved list of 3<sup>rd</sup> party and State assessments</li> </ul> <p><b>For other grades/subjects: District-determined assessments from options below:</b></p> <ul style="list-style-type: none"> <li>• List of State-approved 3<sup>rd</sup> party, State and Regent-equivalent assessments.</li> <li>• District- or BOCES-developed assessments provided that the district or BOCES verifies comparability and rigor.</li> <li>• School-wide, group, or team results based on State assessments.</li> <li>• School or teacher-created assessment agreed to in goal-setting process.</li> </ul>

**Student Achievement Measures:  
Teachers  
(Continued)**

**Locally Selected Measures of Student Achievement**

20 points  
(15 points after approval of VA model)

**Locally comparable means:**

The same measures of student achievement across all classrooms in same grade/subject in District or BOCES.

Variance available to permit different local measures to apply to different groups of teachers within a grade/subject if districts/BOCES prove comparability based on standards of Education and Psychological Testing.

**May choose growth or achievement measure from these options:**

- List of State-approved 3<sup>rd</sup> party, State or Regent-equivalent assessments.
- District- or BOCES-developed assessments provided that the district or BOCES verifies 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 (teacher-created) assessment agreed to by evaluator and teacher.

May not use the same measure of student growth on a State assessment for both the growth and locally-selected measure for any group of educators.

***State will issue RFQ for 3<sup>rd</sup> party assessments that meet prescribed criteria for state-approved list.***

<b>Student Achievement Measures: Principals</b>		
	<b>Elem/Middle (2011-12 and beyond)</b>	<b>High Schools (2012-13 and beyond)</b>
<b>Growth on State Assessments</b> 20 points (25 with approved VA model)	<ul style="list-style-type: none"> <li>• Result of student growth/value-added model.</li> <li>• Add grades and/or subjects as growth/value-added model applies.</li> </ul>	<ul style="list-style-type: none"> <li>• Result of growth/value-added model as applied to English and math State assessments.</li> <li>• Add subjects and a “progress to graduation” metric as growth/value-added model applies.</li> </ul>
<b>Growth Using Comparable Measures</b> If principal has no grades with State assessment and an approved VA model	Districts will select growth measures from one or more of the other comparable measures used to measure growth for teachers in these schools.	
<b>Locally Selected Measures of Student Achievement</b>  20 points (15 after approval of VA model)	<p><b>Comparable means the same measures used for all principals in same or similar programs or grade configurations across District or BOCES.</b></p> <p>May not use the same measure of student growth on state assessments for both the growth and locally-selected measures for any group of educators.</p>	
	<p><b>May choose growth or achievement measure from these options:</b></p> <ul style="list-style-type: none"> <li>• Student performance on any or all district-wide locally selected measures approved for use in teacher evaluations.</li> <li>• Achievement on State tests (% proficient).</li> <li>• Growth or achievement for student subgroups (SWD, ELL, students starting at specific performance levels (e.g. level 1, 2)) on State or other assessments.</li> </ul>	<p><b>May choose growth or achievement measure from these options:</b></p> <ul style="list-style-type: none"> <li>• Applicable options from elem/middle school column.</li> <li>• Percent of cohort achieving specified score on Regents exams, AP, IB or other Regents-equivalents.</li> <li>• Graduation rates and/or drop out rates.</li> <li>• Graduation % with Advanced Regents designation.</li> <li>• Credit accumulation (e.g. 9<sup>th</sup> and 10<sup>th</sup> grade) or other strong predictor of progress to graduation.</li> </ul>

Other 60 Points	Teachers	Principals
<b>Standards</b>	NYS Teaching Standards	ISLLC 2008
<b>Choice of rubrics</b>	<ul style="list-style-type: none"> <li>Menu of state-approved choices for rubrics to assess performance based on standards. Also district variance process available for district or BOCES that seeks to use a rubric not on State-approved list. State to issue RFQ for rubrics that meet prescribed criteria.</li> </ul>	
<b>Requirements and options:</b>	<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>Multiple measures.</li> <li>To support continuous professional growth, at least half of the 60 points based on classroom observation.</li> <li>Observation by principal or other trained administrator is required.</li> <li>Any remaining standards not addressed in classroom observation must be assessed at least once a year.</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Observation by trained evaluators independent of school and/or trained in-school peer teachers may be included in portion of 60 points assigned to classroom observation.</li> <li>Observations may be in person or by video.</li> <li>Structured review of student work and/or teacher artifacts using “portfolio” or “evidence binder” processes.</li> <li>Feedback from students, parents, and/or other teachers using structured survey tools.</li> <li>Individual professional growth goals with teacher self-reflection (maximum 5 points).</li> </ul>	<p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>Multiple measures.</li> <li>At least half of 60 points based on supervisor’s broad assessment of principal leadership and management actions.               <ul style="list-style-type: none"> <li>Must incorporate supervisory visit(s) to school and at least two sources of evidence from the following options: structured feedback from constituencies including: teachers, students, and/or families; school visits by other trained independent evaluators; review of school documents, records, state accountability processes, and/or other locally-determined sources..</li> </ul> </li> <li>In addition, evaluations must include a locally selected measure of principal contribution to improving teacher effectiveness.               <ul style="list-style-type: none"> <li>Examples: improved retention of higher performers, student growth scores of teachers granted vs. denied tenure, teacher satisfaction with feedback and PD opportunities, or, quality/effectiveness of teacher evaluations.</li> </ul> </li> <li>Any remaining standards not addressed through above requirements must be assessed at least once a year.</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Student attendance.</li> <li>School academic or learning environment goals.</li> <li>Individual professional growth goals with principal self-reflection (maximum 5 points).</li> </ul>

**Teachers and Principals: Subcomponent and Composite Scoring and Ratings**

The legislation requires the Regents to prescribe the scoring ranges for each of the following rating categories: Highly Effective, Effective, Developing, and Ineffective (HEDI).

SED will require districts to do the following around scoring of the subcomponents of evaluation for local achievement measures and the “other 60%”.

- The process by which points are assigned in subcomponents must be transparent and provided in advance to those being rated.
- District plans must be made publicly available in electronic form and must specify how points will be assigned based on locally selected student achievement and other measures.
- The method for assigning subcomponent points must identify how points will be awarded within four performance levels (HEDI) for the “local measures of student achievement” and the “other measures of effectiveness” subcomponents using the following standards:

Level	Growth	Local assessment growth or achievement	Other (Teacher and Leader standards)
<b>Ineffective</b>	Results are well-below state average for similar students (or district goals if no state test).	Does not achieve District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results are well below standards.
<b>Developing</b>	Results are below state average for similar students (or district goals if no state test).	Partially achieves District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.
<b>Effective</b>	Results meet state average for similar students (or district goals if no state test).	Achieves District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet standards
<b>Highly Effective</b>	Results are well-above state average for similar students (or district goals if no state test).	Exceeds District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards

***Commissioner will review specific scoring ranges annually before the start of each school year and recommend any changes to the Board of Regents. For 2011-12, these will be:***

Level	Measures of student growth	Local measures of student achievement	Other 60 points	Overall Composite Score
<b>Ineffective</b>	<b>0-5</b>	<b>0-5</b>	<b>Ranges determined locally</b>	<b>0-50</b>
<b>Developing</b>	<b>6-11</b>	<b>6-11</b>		<b>51-74</b>
<b>Effective</b>	<b>12-17</b>	<b>12-17</b>		<b>75-90</b>
<b>Highly Effective</b>	<b>18-20</b>	<b>18-20</b>		<b>91-100</b>

**District Annual Professional Performance Review Plan Requirements**

Annually, each district will submit to the State a professional performance review plan, including:

- the process for ensuring that SED receives timely and accurate teacher, course, and student “linkage” data, and the process for teachers and principals to verify the courses and/or student rosters assigned to them;
- process for reporting to SED the individual subcomponent scores and the total composite effectiveness score for each applicable educator;
- description of the assessment development, security, and scoring processes utilized by district or BOCES including ensuring that assessments are not disseminated to students before administration and that teachers or principals do not have a vested interest in the outcome of the assessments they score;
- decisions about local measures of student achievement; teacher and principal practice rubrics; any other instruments (such as surveys, self-assessments, portfolios); and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher or principal effectiveness;
- plan to ensure that evaluators have sufficient time/resources to complete their commitments including specifying ratio of educators to evaluators;
- how the four quality rating categories (Highly Effective, Effective, Developing, and Ineffective) will be used as a significant factor in employment decisions, including promotion, retention, tenure determinations, termination, and supplemental compensation;
- how the annual professional performance review will be used as a significant factor in teacher and principal development and how educators will receive timely and constructive feedback as part of the evaluation process;
- how the district or BOCES will address the performance of teachers or principals whose performance is evaluated as needing an individual improvement plan;
- how all evaluators will be properly trained and how lead evaluators, who complete an individual’s performance review, will be “certified” to conduct evaluations, consistent with regulations;
- how evaluators will maintain interrater reliability over time and the process for periodically recertifying or decertifying lead evaluators;
- how appeals of annual performance evaluations will be handled.