

Lead Evaluator Training

2015-2016 Ongoing Training
Day 1



INSTRUCTIONAL SUPPORT

Welcome Back!

- [re]Orientation
- Lead Evaluator Training
- Agenda Review



Nine Required Components

3012-c

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA Growth Model data
4. Application and use of the State-approved teacher or principal rubrics
5. Application and use of any assessment tools used to evaluate teachers and principals

3012-d

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile method
4. Application and use of the State-approved teacher or principal rubrics
5. Application of assessment tools the district employs

Nine Required Components

3012-c

6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers and principals
9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

3012-d

6. Application and use of State-approved locally selected measures of student growth
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used by the state and the district
9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

Our Components

10. Managing the APPR (especially in d)

11. Connecting it to Learning

12. Increasing the likelihood that it makes a difference

Agenda

- 3012-d Review (as promised in our waiver applications)
- Mini-Lesson: Teacher and Principal scores from SED
- Messaging APPR
- Our Learning (article choice)
- Important and Observable
- Evidence Collection & Scoring (with feedback)

Warm Up Activity

Most Important:

- What are the most important things that a teacher does?
- Talk about this at your table
- List these things on the organizer

APPR: §3012-d

As Adopted by
Emergency Action
June, 2015



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Emergency Action

The Board of Regents took emergency action on June 15, 2015.

A few small changes were made in September after public comment period.

These slides are not official. They are meant to provide local guidance.

The Matrix

Scores from rubrics have to be converted to H-E-D-I levels for the matrix.

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

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Student Performance	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

Student Performance Half

State-provided growth scores primarily for 4-8 grade ELA and math teachers

and/or

SLOs that are consistent with the state's goal setting process. These will be based on one year's worth of growth on an approved assessment

and/or

School-wide, team, or linked results.

Student Performance Half

An **additional/optional** growth measure can be locally negotiated, consistent across district:

- A teacher-specific score based on a particular level of the state test,
- School-wide growth score linked to state-provided school score,
- School-wide, group, or team growth score that is locally computed, or
- A growth score based on a state designed approved assessment (SLO/LAT).

Assessment Approval

There are two lists:

1. Approved List of Assessments to be used with SLOs (includes commercial and district-developed assessments)
2. Approved List of Supplemental Assessments to be used with Growth Models (more rigorous documentation of Growth)

Student Performance Half

This chart describes the weighting parameters:

	Permissible Statewide Range	
	Minimum	Maximum
Mandatory subcomponent	50%	100%
Optional subcomponent	0%	50%

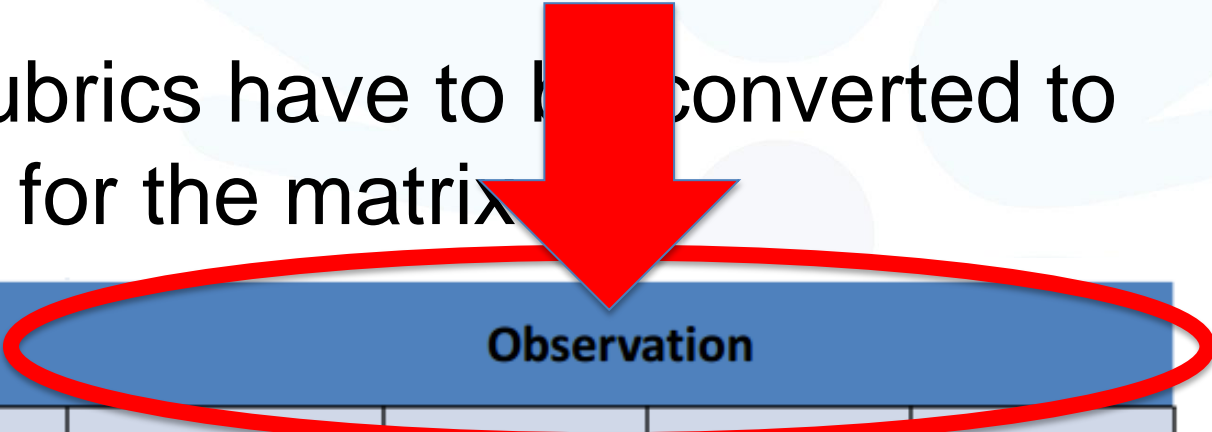
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	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

The Matrix

Scores from rubrics have to be converted to H-E-D-I levels for the matrix



Observation

Student
Performance

	Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
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

The Observation Portion

At least two observations, one of which has to be unannounced.

Total amounts, frequency, direction, and communication plans are worked out locally.

This is similar to the way it's been done.

The Observation Portion

At least one observation has to be completed by the principal or other trained administrator.

At least one observation has to be completed by an impartial, independent trained evaluator. This observer cannot be assigned to the same school building as the teacher.*

The Observation Portion

If using peer observers:

- The district chooses the peer evaluator
- The peer evaluator must be trained
- The peer evaluator must have been rated as H or E in the previous year

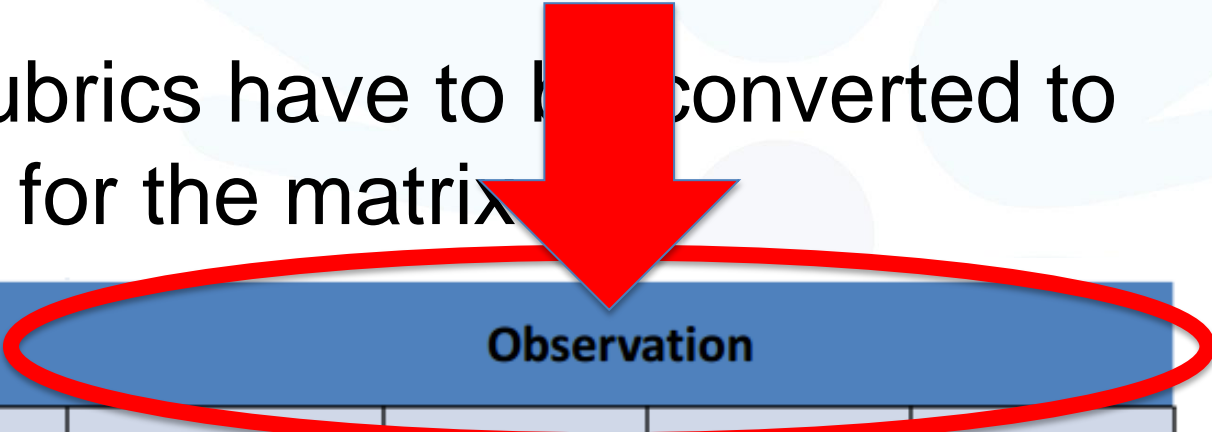
The Observation Portion

Scores from observers will be scaled within these parameters:

	Permissible Statewide Range	
	Minimum	Maximum
Principal or trained administrator	80%	90%
Independent Observer	10%	20%
Peer Observation	0%	10%

The Matrix

Scores from rubrics have to be converted to H-E-D-I levels for the matrix



Observation

Student
Performance

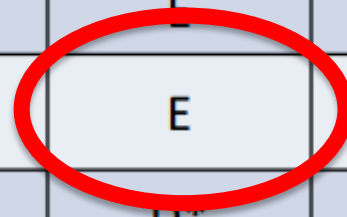
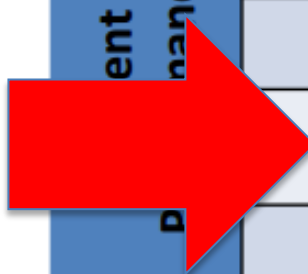
	Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Highly Effective (H)	H	H	E	D
Effective (E)	H	E	E	D
Developing (D)	E	E	D	I
Ineffective (I)	D*	D*	I	I

The Matrix

Scores from rubrics have to be converted to H-E-D-I levels for the matrix

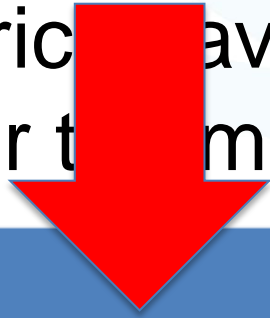


		Observation			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Performance	Highly Effective (H)	H	H	E	D
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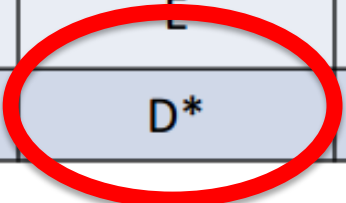



The Matrix

Scores from rubric have to be converted to H-E-D-I levels for the matrix.



		Observation			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student performance	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



Principals, too

The Matrix

Scores from rubrics have to be converted to H-E-D-I levels for the matrix.

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

Student Performance for Principals

Most principals will receive a growth score from the state. These principals must have a back-up SLO in case a score doesn't come.

Other principals will use an SLO.

An optional growth measure can be chosen locally (like the teachers).

Principals “Observation”

One observation shall be conducted by the principal's supervisor.

A second observation shall be conducted by one or more impartial independent evaluators. This observer may be employed by the district but not assigned to the principal's building (see next slide).

Principals “Observation”

A principal’s supervisor (i.e., the Superintendent) is a district employee and therefore assigned to a different BEDS code as the principal being evaluated—therefore it is possible for the same administrator to serve as both the supervisor and impartial evaluator for the purpose of school visits.

The Observation Portion

Scores from observers will be scaled within these parameters:

	Permissible Statewide Range	
	Minimum	Maximum
Supervisor	80%	90%
Independent Observer	10%	20%
Peer Observation	0%	10%

Principals, too

The Matrix

Scores from rubrics have to be converted to H-E-D-I levels for the matrix.

		Observation			
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APPR: §3012-d

Additional Regulations



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Training

Evaluators and Lead Evaluator training components:

1. NYS Teaching Standards
2. Evidence-based observation techniques
3. Application and use of student growth percentile method
4. Application of approved rubrics
5. Application of assessment tools the district employs
6. Application of any locally select measures of student growth
7. Use of the statewide reporting system
8. Scoring methodology used by the state and the district
9. Specific considerations in evaluating teachers and principals of ELLs and SWDs

Improvement Plans

The content of improvement plans will be determined by superintendent rather than through bargaining or negotiations.

- Required for ineffective or developing
- In place by October 1st
- Include: areas in need of improvement, timeline, assessment of improvement

Corrective Action

The law requires an examination of APPR and score distributions. SED will have the option of imposing a Corrective Action Plan if there are significant discrepancies.

Previously, Corrective Action could not impinge on anything that had been bargained.

Corrective Action can now be asserted even over things that were bargained.

Plan Approval

The Review Room has been revised:

- More drop-downs
- More prescription
- It is taking less time and fewer iterations to get to approval

Plan Approval

Lots of Superintendent Attestations:

- Back-up SLOs are in place
- All targets are 1 year's growth
- All targets are reviewed and approved
- A process to monitor SLOs is in place

Plan Approval

In our BOCES, these districts have been approved so far:

- [Homer](#)
- [Jamesville-DeWitt](#)
- [West Genesee](#)
- *Another is in process*

Hardship Waivers

If documented good faith (reason, negotiating, and training) efforts are not fruitful, a waiver will be granted. Districts that receive the waiver would be exempt from the November 15th deadline.

District would then target March 1st for a new plan approval. If not going to get a new plan approved by March 1st, the implementation of which wouldn't be required until 2016-2017.

2016-2017 Implementation

Submit your new plan on “March 2nd” if you want it to apply to next year.

Apply for a second waiver, just in case the queue is long.

It is possible that a new hardship reason could be not switching from c to d in the middle of the year, but not yet approved as a reason.

Wait or Go?

Reasons to Go

- General dissatisfaction with §3012-c scheme
- SLO process in §3012-c is cumbersome and time consuming (lots of unnecessary pretests)
- Artifact portion of §3012-c is taxing and its elimination would ease burden on teachers and lead evaluators
- Worried about implications of switching over in the middle of the year
- Present system is just not good

Reasons to Wait

- Waiting for assessment approval
- In the midst of an assessment audit (such as from last year's regional project) and waiting for that audit to be completed
- Worried about implications of switching over in the middle of the year
- Relationships aren't quite ready
- Why hurry from one imperfect system to another
- Suspect that the rules could change [again]

Three-Minute Pause



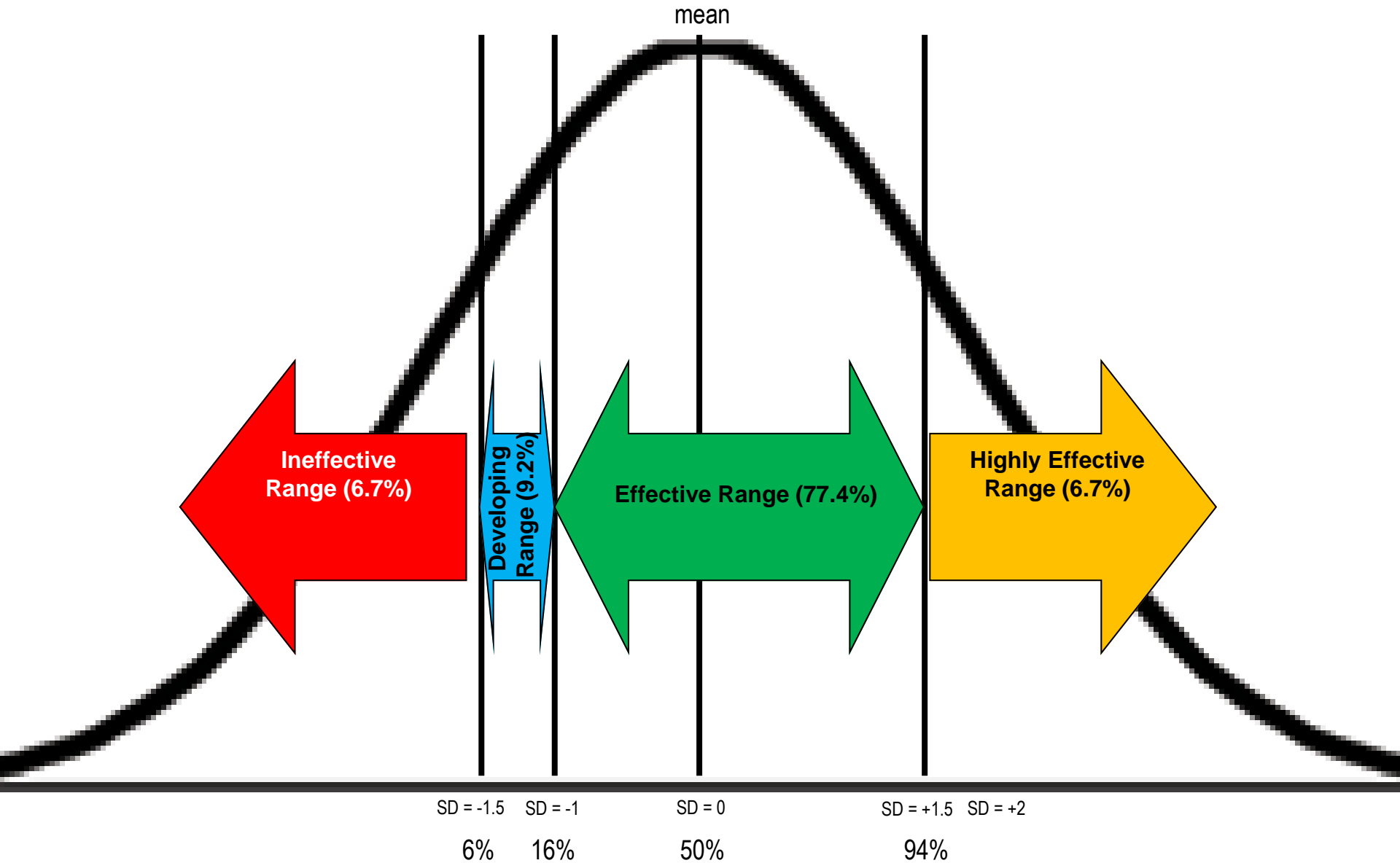
Principal and Teacher Scores from the State

OCMBOCES

Committed to Your Success



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SGPs to MGPs for Teachers

Ms. Smith's Class				
	SGP	Enrollment Duration	Attendance	Enrollment x Attendance
Student A	45	80%	90%	.72
Student B	40	100%	95%	.95
Student C	55	50%	80%	N/A
Student D	60	100%	90%	.90
Student E	40	100%	75%	.75

To measure teacher performance, we find the mean growth percentile (MGP) for her students, which is the weighted average of the SGPs. In this case:

Step 1: $(.72*45)+(.95*40)+(.90*60)+(.75*40) = 154.4$

Step 2: $.72+.95+.90+.75 = 3.32$

Step 3. $154.4 / 3.32 = 46.5$

Ms. Smith's mean growth percentile (MGP) is 46.5, meaning on average her students performed as well or better than almost 47 percent of similar students.

***Teachers need at least 16 SGPs attributed to them in order for an MGP to be reported*

SGPs to MGPs for Principals

Principal Jensen's School		
	SGP	BEDS-Assessment Day Enrollment
Student Q	45	Yes
Student R	40	Yes
Student S	70	Yes
Student T	60	No
Student U	41	Yes

Same minimum sample size requirements (16 student scores) for principals as for teachers.

To measure principal performance, we find the mean growth percentile (MGP) for all her students who were enrolled on BEDS day and assessment day. To find a principal's mean growth percentile, take the average of SGPs in the school:

Step 1: $45+40+70+41 = 196$

Step 2. $196/4 = 49.$

Principal Jensen's mean growth percentile (MGP) is 49, meaning on average her students performed as well or better than 49 percent of similar students.

GREs for Principals

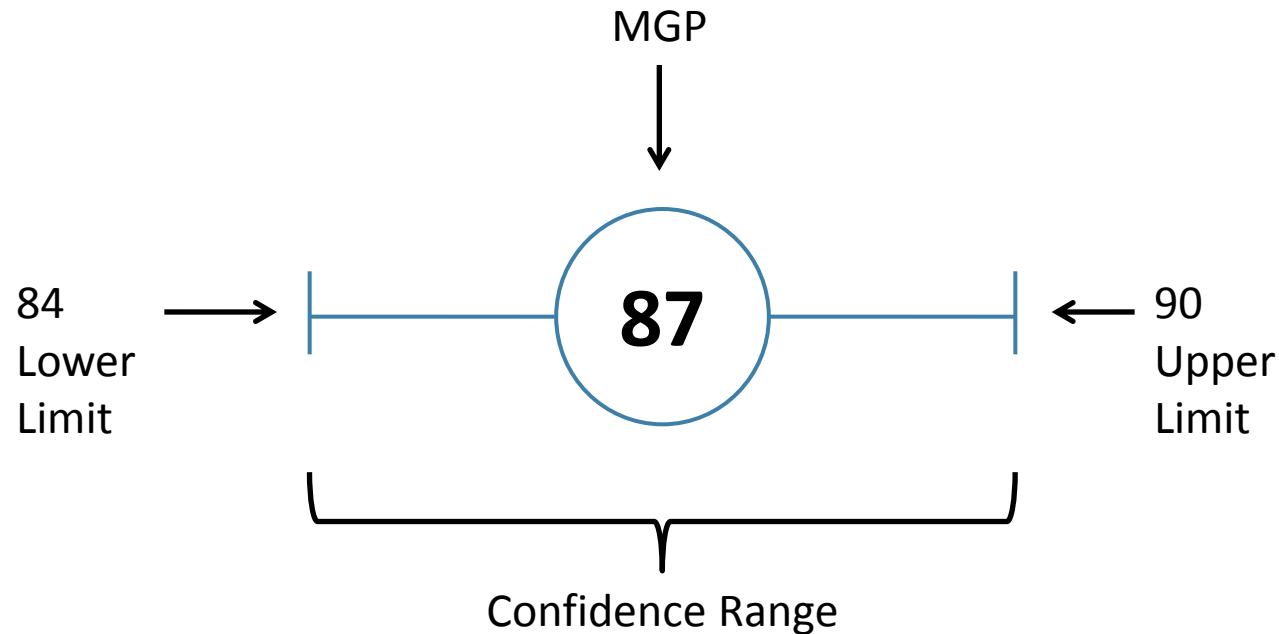
Simplified Illustrative Example

Student	Number of Regents Passed This Year For This Student	Number of Regents Passed This Year by Similar Students	Difference
Jessica	1	1	0
Tyler	2	2	0
Ashley	1	2	-1
Emily	3	2	1
Jacob	3	2	1
Total Difference (Sum of Differences)			1
Average Difference (Total Difference/Number of Students)			$1/5 = .2$

Principal's score on this metric is 0.2. On average, students at this school are passing 0.2 Regents Exams more than similar students statewide. A zero represents average or effective results.

NOTE: 0 means student or school achieved the average (or "effective") result compared to similar students statewide.

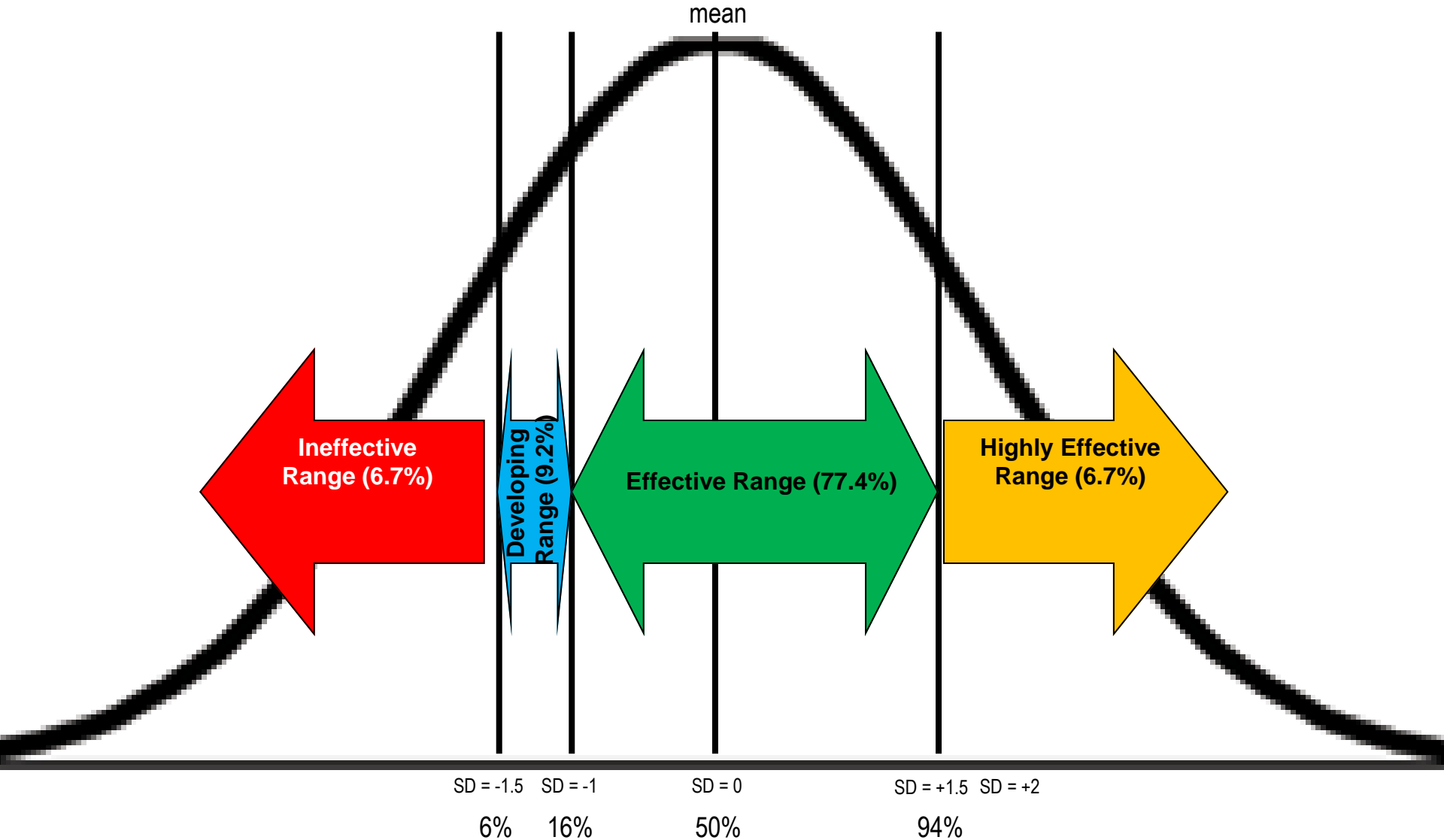
MGPs and Statistical Confidence



- New York State Education Department (NYSED) provides a 95 percent confidence range, meaning we can be 95 percent confident that an educator’s “true” MGP lies within that range. Upper and lower limits of MGPs will be used when classifying educators into HEDI categories.
- An educator’s confidence range depends on a number of factors, including the number of student scores included in his or her MGP and the variability of student performance in the class or school.

Distribution of HEDI Labels

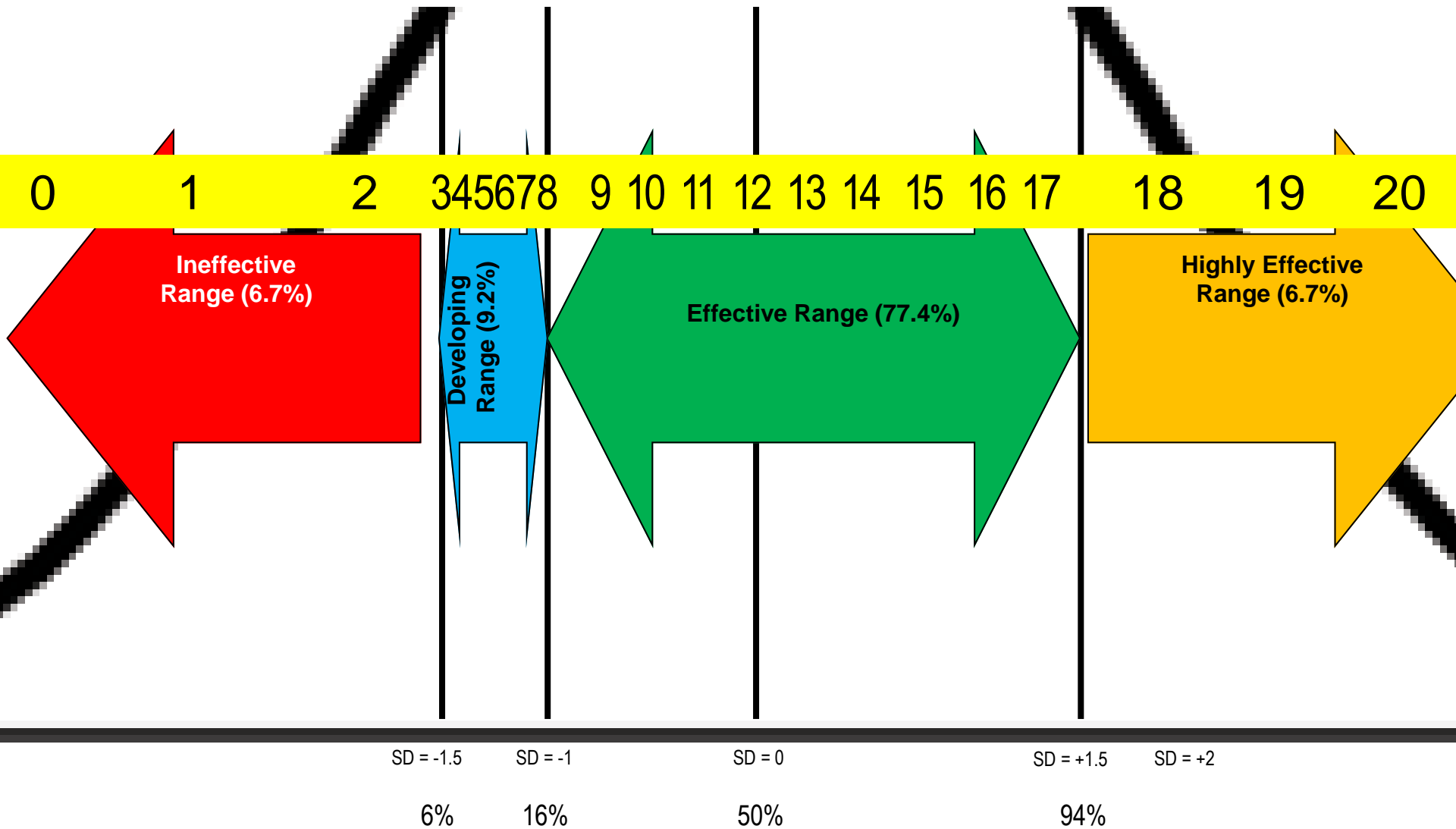
State-Provided Teacher and Principal Scores



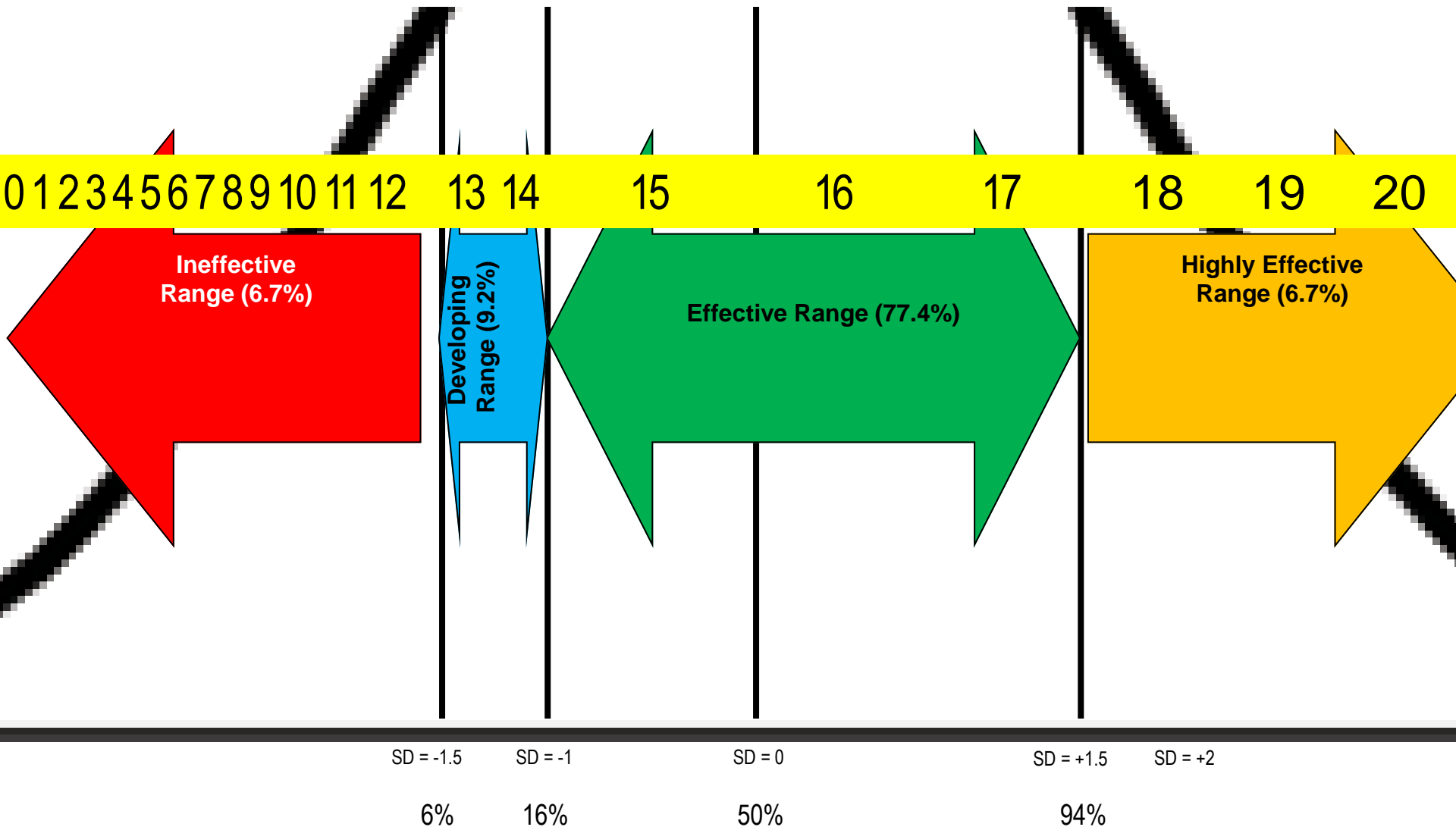
Assigning Points to HEDI Labels

Growth Rating	Description	Growth Score Range: 3012-c	Growth Score Range: 3012-d
Highly Effective	Well-above state average for similar students	18-20	18-20
Effective	Results meet state average for similar students	9-17	15-17
Developing	Below state average for similar students	3-8	13-14
Ineffective	Well-below state average for similar students	0-2	0-12

Assigning Points to HEDI Labels Previous Distribution



Assigning Points to HEDI Labels Future Distribution



§3012-c to § 3012-d Scoring Bands

KEY	Description
Ineffective	Well-below state average for similar students
Developing	Below state average for similar students
Effective	Results meet state average for similar students
Highly Effective	Well-above state average for similar students

HEDI Points	3012-c Bands		3012-d Bands	
	Min MGP	Max MGP	Min MGP	Max MGP
0	9	28	9	22
1	29	31	23	24
2	32	35	25	25
3	28	35	26	26
4	36	36	27	27
5	37	37	28	28
6	38	38	29	29
7	39	39	30	30
8	40	41	31	31
9	36	43	32	32
10	44	45	33	33
11	46	48	34	34
12	49	50	35	35
13	51	52	28	37
14	53	55	38	41
15	56	57	36	48
16	58	60	49	55
17	61	69	56	69
18	67	68	67	68
19	69	72	69	72
20	73	97	73	97

*For illustrative purposes only. 3012-d scoring bands were not in place for most teachers during 2014-15. The minimum and maximum MGPs associated with each point range may change in future years based on the MGPs of teachers statewide.

Three-Minute Pause



A Year at a Glance



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Year at a Glance (§3012-c)

Beginning of the Year

- Beginning of the year meeting
- Standards 1 and 2
- SLO and local (LAT) target setting

Ongoing

- Evidence Submission by Teacher
- Evidence Collection
- Sharing the evidence
- Feedback Conversations

End of the Year

- Evidence from the year collected
- Standards 6 and 7
- Compare collected evidence to the rubric
- Summative score determination and communication

Year at a Glance (§3012-d)

Beginning of the Year

- Beginning of the year meeting
- Standards 1 and 2
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Ongoing

- Evidence Submission by Teacher
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Messaging APPR



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**Evaluation
has to be
about
“Getting
Better”**

3x3 Messaging Example

In a situation such as bullying or hazing:

1. Nothing is more important to us than our student's safety and well-being.
2. We have policies and procedures to ensure an environment of respect.
3. We respond promptly to any and all concerns raised by students and adults.

Messaging

- It's what we always say; you always say it no matter what.
- Using messaging is not natural.
- You can use it to manage any important or challenging conversation.

Messaging



For the messaging to work, the message must be:

- Written
- Honed
- Vetted
- Learned
- Practiced

Messaging

Messaging follows a 3x3 form:

- Three (exactly) messages (assertions, lofty claims, or even statements of values)
- Each with three (or more) proof points (facts, statistics, anecdotes)



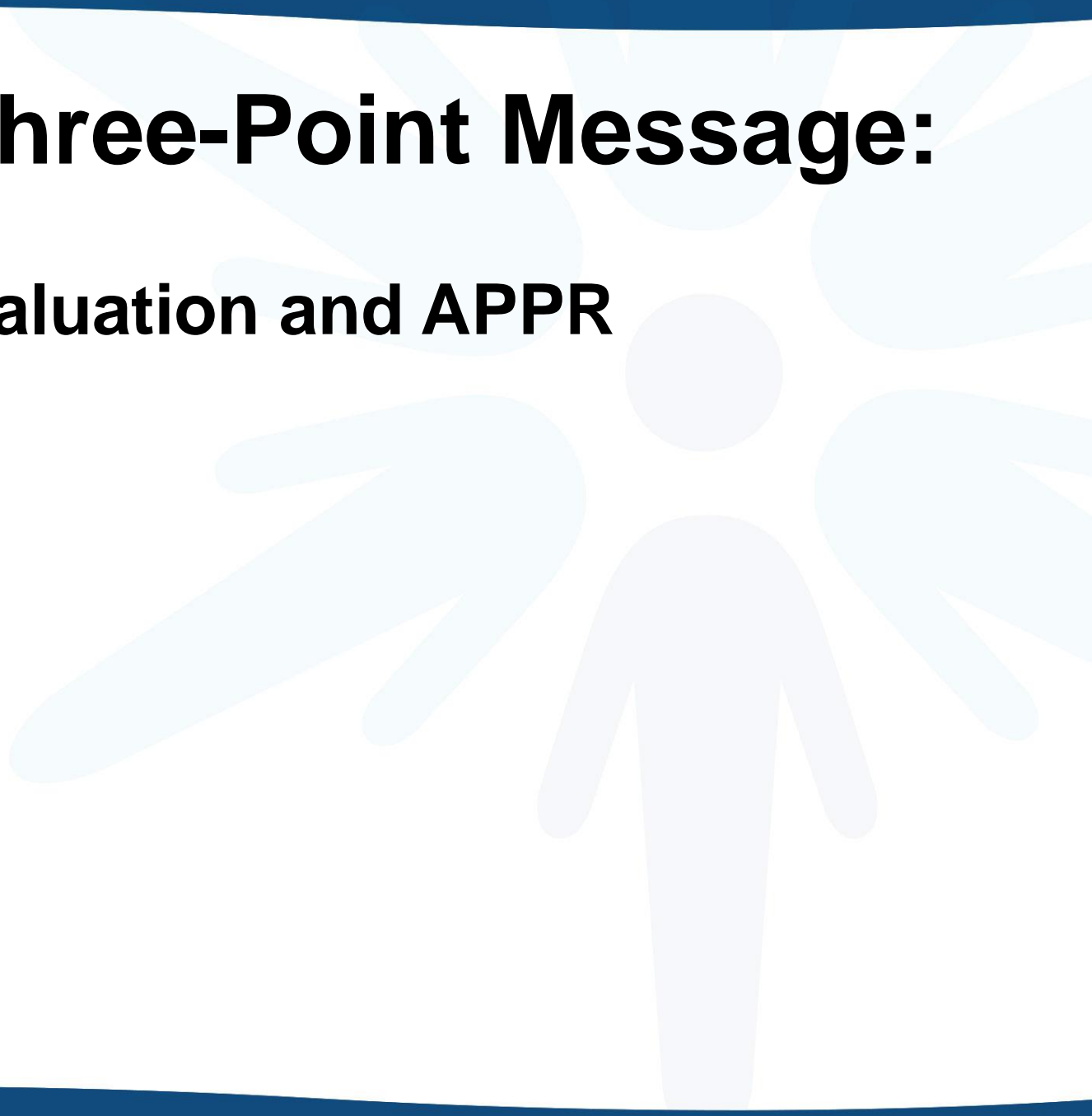
Your Three-Point Message:

Teacher Evaluation and APPR

1.

2.

3.



Our Learning



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Article Pick & Gist

- Take a glance at the articles at your table
- Each person picks one that they are interested in reading (arm-wrestle if needed)
- Take your article to the section of the room; read it
- Discuss within article group
- Agree on the “gist” to report back
- Go back to original seat, report the “gists”

Important & Observable



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Important & Observable

Get out the organizer you filled in for today's warm-up

1. Label the middle column as “observable?”
2. Write Yes or No or Maybe in the middle column for each of the things you listed
3. Label the right column as “How it might be observable”
4. Write down one way each for each item

Important & Observable

What's Important?

Most Important Things a Teacher Does	Observable?	How It Might Be Observable
<u>utilize</u> impactful living documents across the curricular areas.	Yes	open-ended Next Generation Science Standards through the experiential based learning process
<u>locate</u> process-based problem-solving in data-driven schools.	Maybe	seize top-down guiding coalitions to close the achievement gap.

Evidence Collection Practice



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There are three priorities in the Teaching Standards

- Engagement
- Constructivism
- 21st Century Readiness



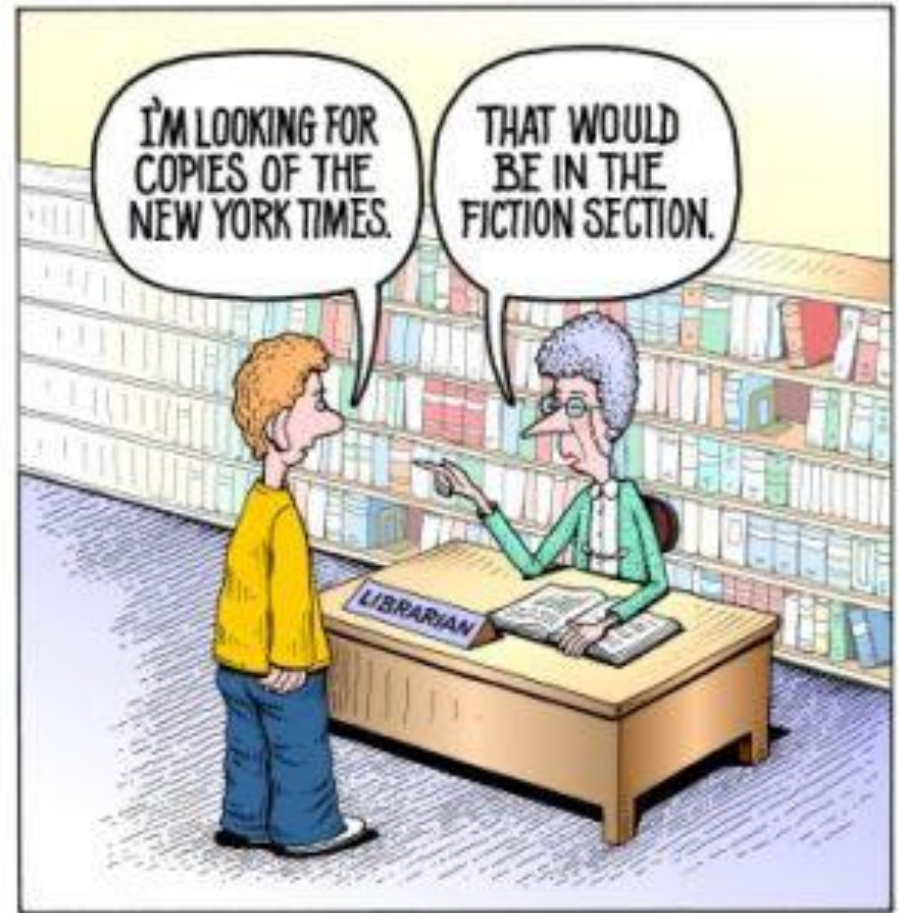
Three “Gates” for Effective Teacher Evaluation

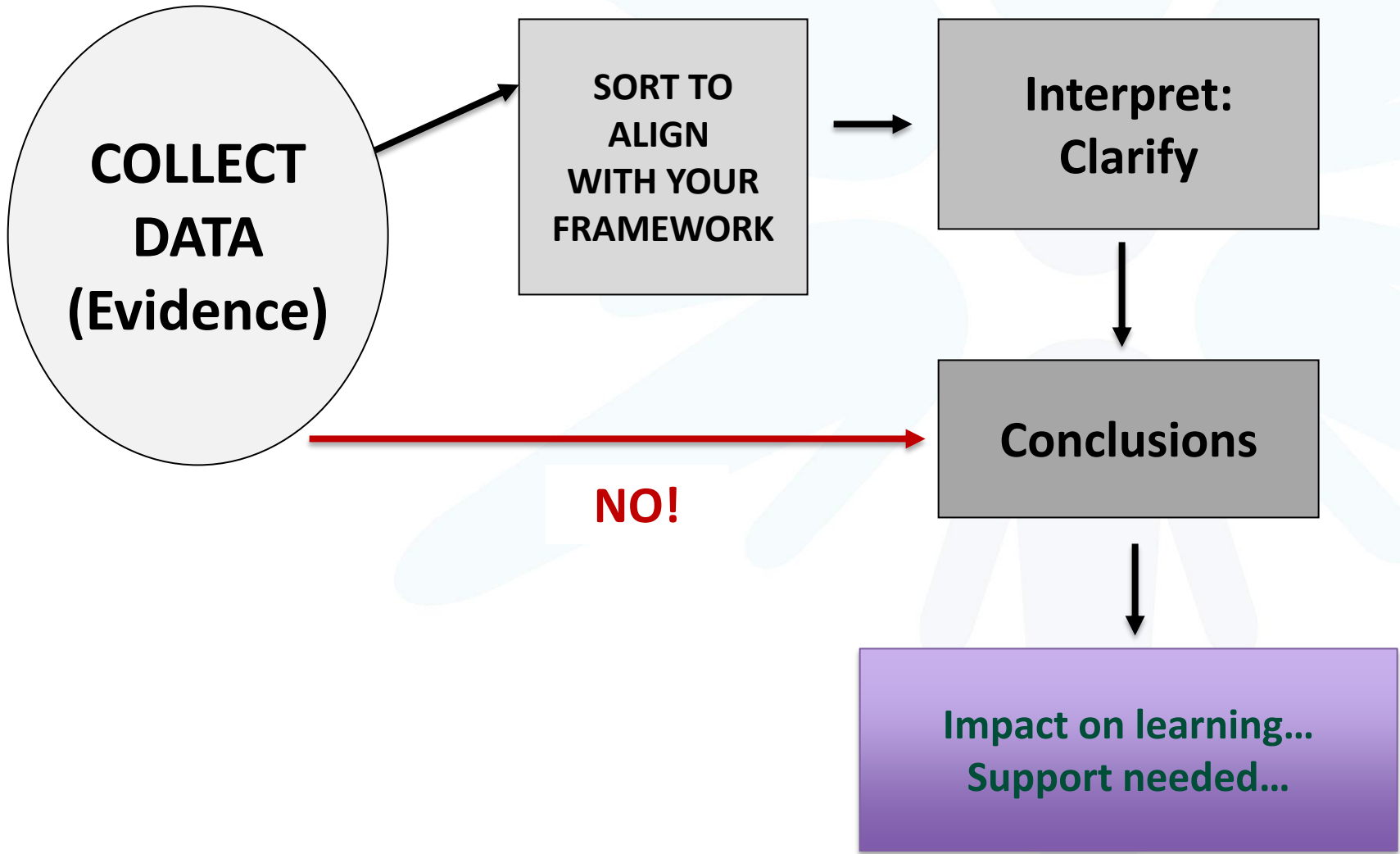
- Fairness
- Reliability
- Validity

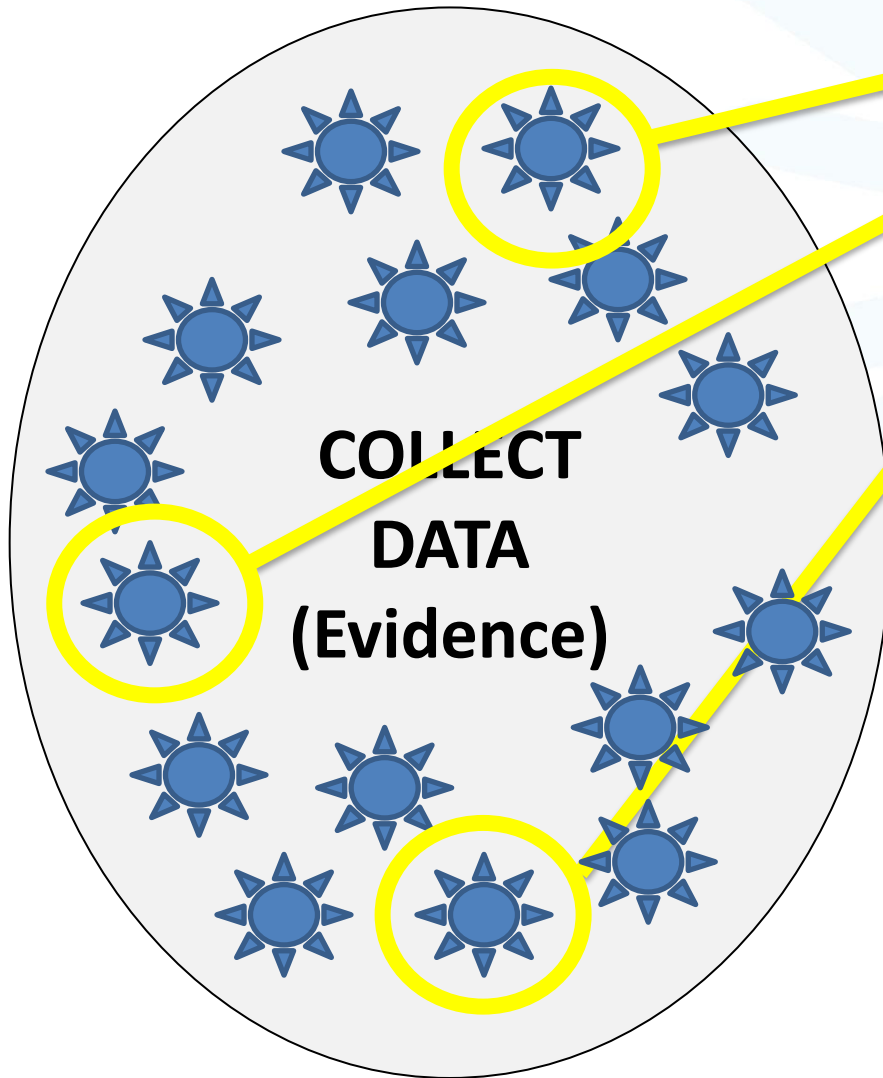


Other Threats to Observer Accuracy

- Assessor bias
- Leniency
- Central Tendency
- “Halo” or “Horns” Effect







**Conversation,
Questions &
Discussion**

**Respect &
Rapport**

Conclusions

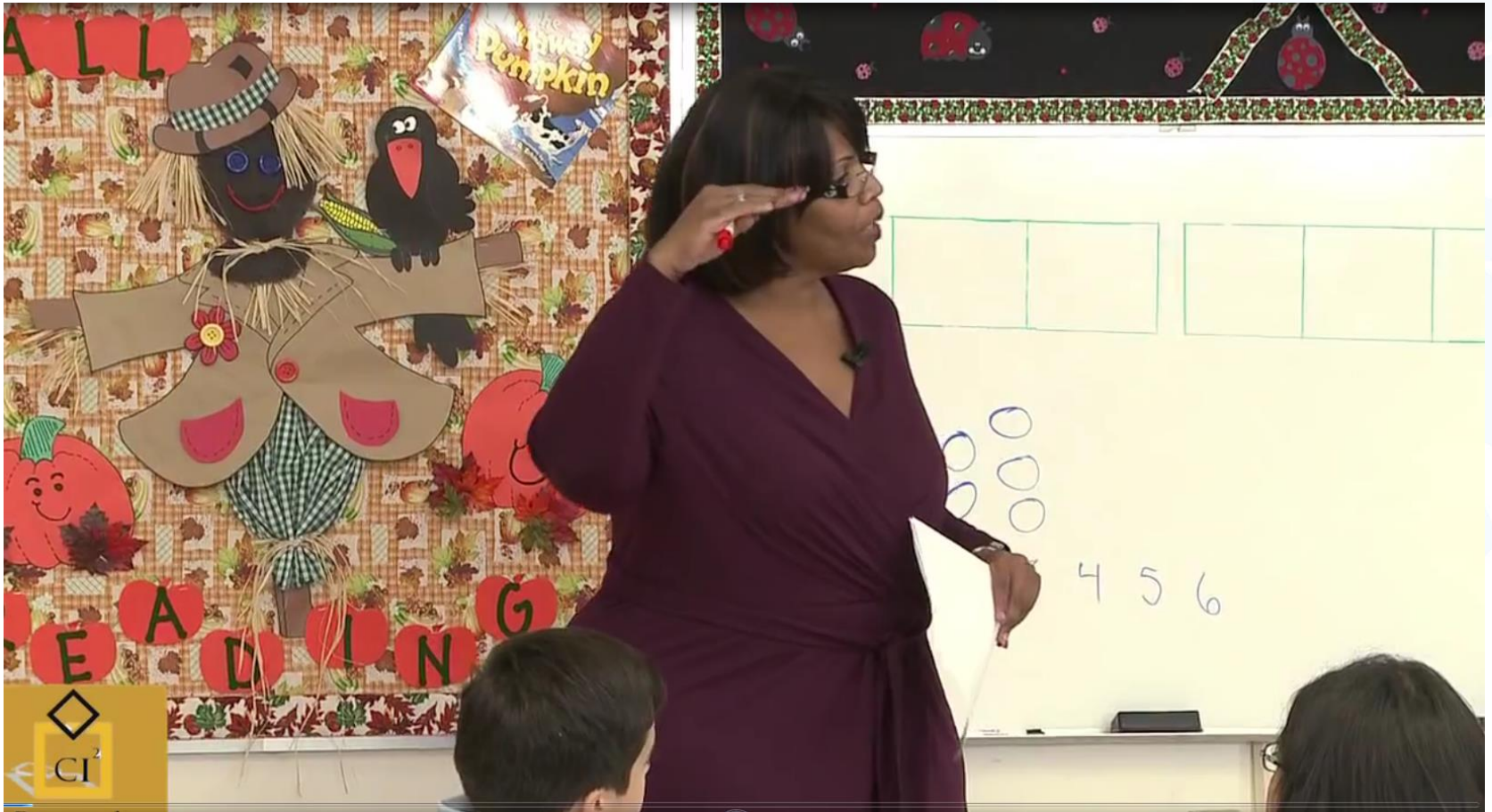
**Impact on learning...
Support needed...**

Evidence Collection Practice

Elementary Math Lesson

1. Watch it
2. Collect evidence, clean it up, sort, etc.
3. Score on the provided rubric
4. Check out inter-rater reliability

Evidence Collection Practice



Closure



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Next Session

- February 2, 2016, 8:30a - 11:30a, McEvoy 701, Cortland ([register](#))
- February 2, 2016, 12:30p - 3:30p, McEvoy 701, Cortland ([register](#))
- February 1, 2016, 8:30a - 11:30a, Rodax 8 Conference Rooms, Henry Campus, Syracuse ([register](#))
- February 1, 2016, 12:30p - 3:30p, Rodax 8 Conference Rooms, Henry Campus, Syracuse ([register](#))