

Teacher Evaluation Road Map: 2015-16

The goal of the evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. To accomplish this, the evaluation system will foster a culture of continuous professional growth in which educators can consistently improve their instructional and management practices.

Step 1: Select a teacher practice rubric from the State-approved list or apply for a variance.

Does the district already use, or wish to use, a rubric from the State-approved list of rubrics for teacher evaluation?

Yes

No

Choose a rubric from the State-approved list. Rubrics approved for use under Education Law §3012-c will be available for use under Education Law §3012-d.

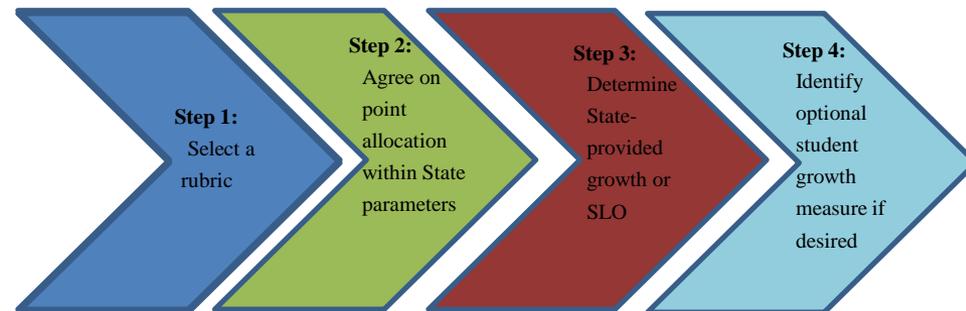
The list of rubrics can be found here and will be updated as new rubrics are approved: <https://www.engageny.org/resource/state-approved-teacher-and-principal-practice-rubrics>

Your district can apply for a rubric variance if it already has made a significant time and financial investment in the rubric and can demonstrate a history of effectiveness in differentiating teachers into multiple categories **or** if your district wishes to use a new, innovative rubric.

More information about the rubric variance process: <http://usny.nysed.gov/rttt/teachers-leaders/rubrics/rubricvariance.html>

Keep in Mind:

- Districts should consider which rubric captures what they think is important to teacher practice.
- Some of the currently approved rubrics do not require implementation support from the provider; districts may choose to do this on their own.
- All observations for a teacher for the school year, and across observer types, must use the same approved rubric. (District may locally determine whether to use different rubrics for teachers who teach different grade/subjects during the school year.)



Step 2: Agree on procedures and weights associated with classroom observations in the Teacher Observation Category.

Agree on classroom observation procedures and weights (at least 80% must be based on observations conducted by the principal or other trained administrator and at least 10% must be based on observations conducted by independent evaluator(s)). Are there any weights left?

Yes

Choose to include observation(s) by trained peer observer(s) rated Effective or Highly Effective on his or her overall rating in the prior school year.

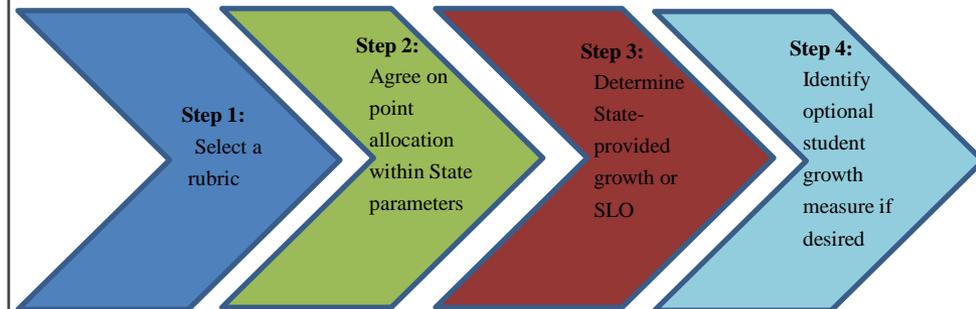
The weight of peer observations must be less than or equal to 10%.

No

You're done with Step 2.

Keep in Mind:

- At least one of the required observations must be unannounced.
- Impartial independent trained evaluators may be employed within the district, but may not be assigned to the same school building as the teacher being evaluated (defined as same BEDS code).
- The frequency and duration of observations are determined locally.
- Nothing shall limit the discretion of management from conducting additional observations for non-evaluative purposes.
- Observations may occur live or by video, as determined locally.
- Evaluators may select a limited number of observable rubric subcomponents for focus within a particular observation, so long as all observable Teaching Standards/domains of the selected practice rubric are addressed across the total number of observations.



Step 3: Identify who will have State-provided growth measures and who must have Student Learning Objectives (SLOs) as Required student growth measures in the Student Performance Category.

Are 50-100% of students in the course/ section covered by a State-provided growth measure?

No

Yes

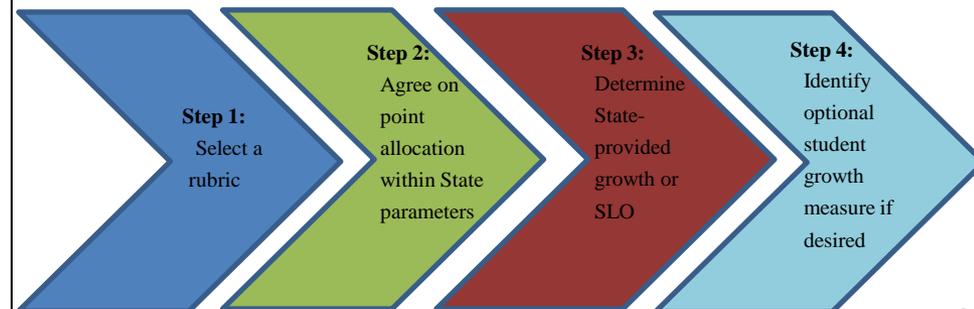
These teachers will receive a growth score from the State making up 100% of the teacher's Required Student Performance category score (or at least 50%, locally determined, if an optional student performance measure is selected).

These teachers must have SLOs (making up 100% of the teacher's Required subcomponent in the Student Performance category, or at least 50% locally determined, if an optional student performance measure is selected).

1. If any course/section has State-provided growth measures, at least 1 SLO **MUST** use it.
2. SLOs **MUST** cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.
3. If any of the largest courses have a State/Regents assessment (but do not have State-provided growth measures), the State/Regents assessment **MUST** be used as evidence in the SLO.

Keep in Mind:

- For subjects associated with a State assessment or Regents exam (or, in the future, with any new State assessment) the State/Regents assessment must be used as the evidence for the SLO where they exist.
- For other grades/subjects where no State assessment or Regents exam currently exists, SLOs are set based on district -determined assessments from the options below:
 - State approved assessment consisting of the following:
 - State-approved third-party assessment
 - State-approved district, regional, or BOCES-developed assessments
 - School- or BOCES-wide, group, team or linked results based on State/Regents assessments
- All teachers of grades 4-8 ELA and Math must have a back-up SLO set by the Superintendent or his/her designee.



Step 3 (continued): Determine district rules for how specific SLOs will get set when a State assessment does not exist for the grade/section.

Will the District require the use of existing, common district-wide State-approved assessments for any specific grade/subject?

Yes

Identify which grades/ subjects and assessments from the following options:

- State-approved third-party assessments
- State-approved district, regional, or BOCES-developed assessments

No

Are there grades/subjects where the district wants to prioritize buying or creating additional assessments for submission and approval consideration by the Department in the RFQ process?

Are there groups of teachers where school-or-BOCES-wide, group, team, or linked results based on State/Regents assessments are most appropriate?

What will the district require for any remaining teachers who are not yet covered?

Keep in Mind:

- All non-State developed assessments must be approved by the Department through an RFQ.
- All assessments submitted for use within SLOs must be able to measure one year's expected growth.
- Third party assessments currently approved for use under Education Law 3012-c must be re-submitted through the RFQ process if it is intended that the assessment be used for 3012-d. These assessments will be reviewed in an expedited manner.
- All measures must result in a 0-20 HEDI point score following the State's scoring ranges.
- SLOs shall be developed and approved by the Superintendent or his/her designee.

Step 4: Determine if the optional locally selected measures of student growth subcomponent will be used in the Student Performance Category.

Is the district choosing to use the optional locally selected measures of student growth subcomponent in the Student Performance category? (Up to 50%, locally determined.)

Yes

No

You're done with Step 4. The Required subcomponent will comprise 100% of the Student Performance category score.

Keep in Mind:

- All measures must result in a 0-20 HEDI point score following the State's scoring ranges.
- 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.
- Measures selected for the Optional subcomponent must be different than the measures used for the Required student growth subcomponent.
- All assessments must be approved by the Department pursuant to an RFQ/RFP. These assessments must have a corresponding growth model that meets the requirements specified in the RFQ/RFP.

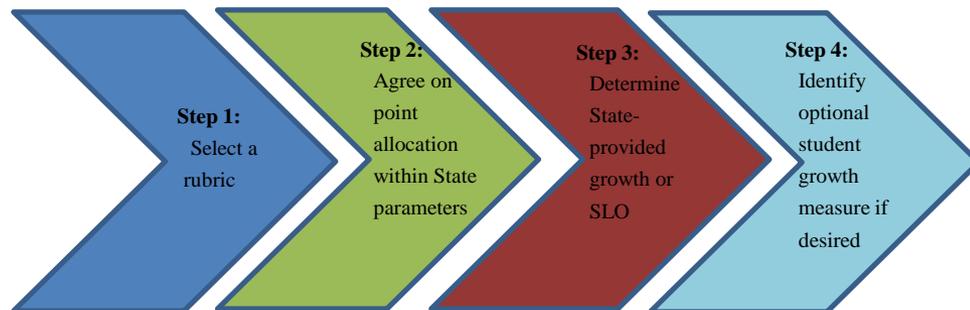
Choose one of the following options :

1. A second State-provided growth score on a State-created or administered test, provided that this is different than the measure used for the required student performance subcomponent:

- Teacher-specific growth score computed by the State based on the percentage of students who achieve a State-determined level of growth (e.g., the percentage of students whose growth is above the median for similar students);
- School-wide growth results based on a State-provided school-wide growth score for all students attributable to the school taking the State ELA or math assessment(s) in grades 4-8;
- School-wide, group, team, or linked growth results using available State-provided growth scores computed in a manner determined locally.

2. Growth scores based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

- Such growth score may include teacher-specific growth scores or a school or BOCES-wide group, team, or linked results where a State-provided or approved growth model is capable of generating such a score.



Other APPR Decisions

- Certification for lead evaluators
- Training and inter-rater reliability for all evaluators
- Locally determined scoring ranges for the Observation Category aligned with the parameters determined by the State for each HEDI rating within such category.
- Improvement plans (TIPs)
- Appeals procedures

For more information please visit:
<https://www.engageny.org/resource/appr-3012-d>