

Chapter 103 of the Laws of 2010

What Does the New Law Require?

- New performance evaluation system for teachers and principals
 - 20% - State student growth data or comparable measure of student growth (increased to 25% upon implementation of a value-added growth model)
 - 20% - Locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms in accordance with regulations of Commissioner (decreased to 15% upon implementation of value-added model)
 - 60% - Multiple measures of teacher/principal effectiveness based on standards prescribed in the Regulations of the Commissioner
- Four rating categories: highly effective; effective; developing; ineffective
- Resulting in a single composite score of teacher or principal effectiveness

Chapter 103 of the Laws of 2010

What Does the New Law Require, continued

- Appropriate training for all evaluators
- Teacher/Principal Improvement Plans (developing/ineffective)
- Utilize evaluation results as a factor in career ladder decisions and other recognition
- Locally-developed appeal process
- Expedited 3020a process (single hearing officer/after two consecutive ineffective ratings)

Regents Task Force on Teacher and Principal Effectiveness

- Education Law 3012c requires Commissioner to establish an advisory committee to make recommendations to the Commissioner.
- Task force organized into four working groups, (soon to be five)
 - Teacher 60%
 - Principal 60%
 - Local Assessments
 - Non-tested subjects
 - Scoring and Rating (in formation)

Members of the Task Force :

▪ Teachers: *	13**
▪ Principals: *	11**
▪ Superintendents:	4**
▪ Union:	5
▪ Administrators:	6
▪ Higher Ed:	5
▪ School Boards:	2
▪ BOCES:	4

Organizations:

- NYSSBA
- NYSCOSS
- NYSUT
- District Superintendents
- SAANYS
- CSA
- Big 5 School District
- SCDN Network
- PSPB
- Representatives of the Arts
- ITI

* Selected by many different constituency groups
** Includes school districts and BOCES personnel

Regents Timetable

	Board of Regents Agenda
January	Policy Options Discussion: “60%” teacher and principal measures
February	Policy Options Discussion: Local assessments and Non-tested subjects
March	Policy Options Discussion: <ul style="list-style-type: none">• VA/growth modeling for “20%” state assessment• Determining scores and ratings (Highly Effective, Effective, Developing, Ineffective)
April	Regents Task Force Recommendations
May	Draft Regulations for 2011-12 Implementation
June	“Emergency” Adoption of Regulations

Timelines in Chapter 103 of the Laws of 2010

- **July 2010** – New collective bargaining agreements must be consistent with the requirements of Chapter 103 of the Laws of 2010
- **July 2011** – New performance evaluation system takes effect for classroom teachers of common branch subjects, ELA or math in grades 4-8 along with their respective building principals
- **July 2012** – New performance evaluation system goes into effect for remaining teachers and building principals
- **2012-2013 school year and thereafter** – Implementation of teacher and principal improvement plans and implementation of a value-added growth model to be used within the teacher and principal performance evaluation system

Overview of Evaluation Policy Options

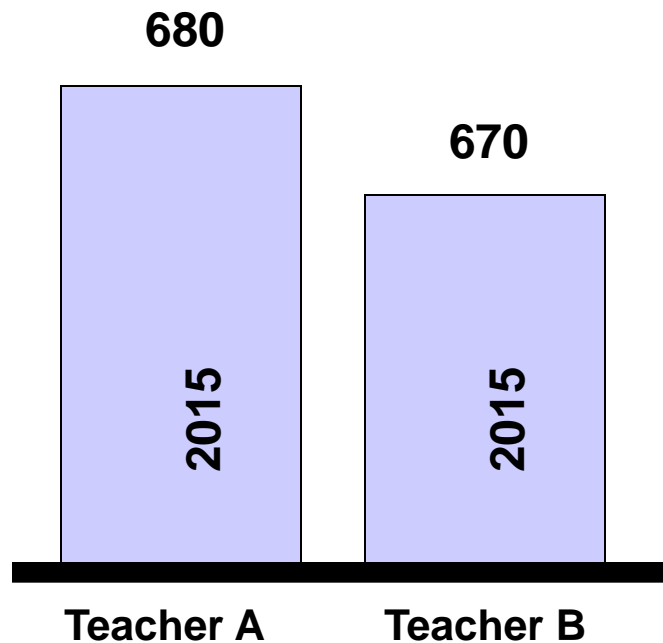
- Ensuring Teacher and Principal Excellence
- Teacher Evaluation: Policy Options
 - State student growth measures
 - VA/growth basics
 - Non-tested subjects
 - Local assessment of student achievement measures
 - “Other” measures of teacher effectiveness
- Principal Evaluation : Policy Options
 - Student achievement measures (state and local)
 - “Other” measures
- Questions/Comments

VA/Growth Basics: Achievement

Avg. Student Achievement (2015)

5th grade math

Illustrative Scale Scores

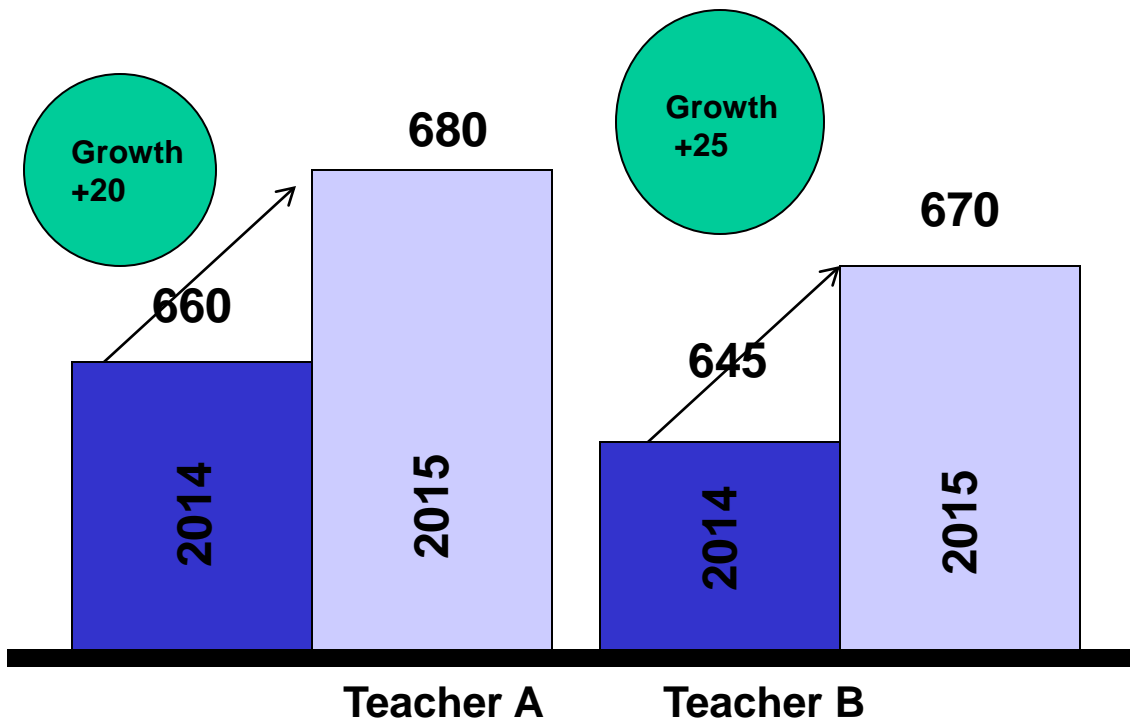


Annual achievement scores say more about students than teachers.

VA/Growth Basics: Growth

Avg Student Growth (2014-2015)

Illustrative Scale Scores



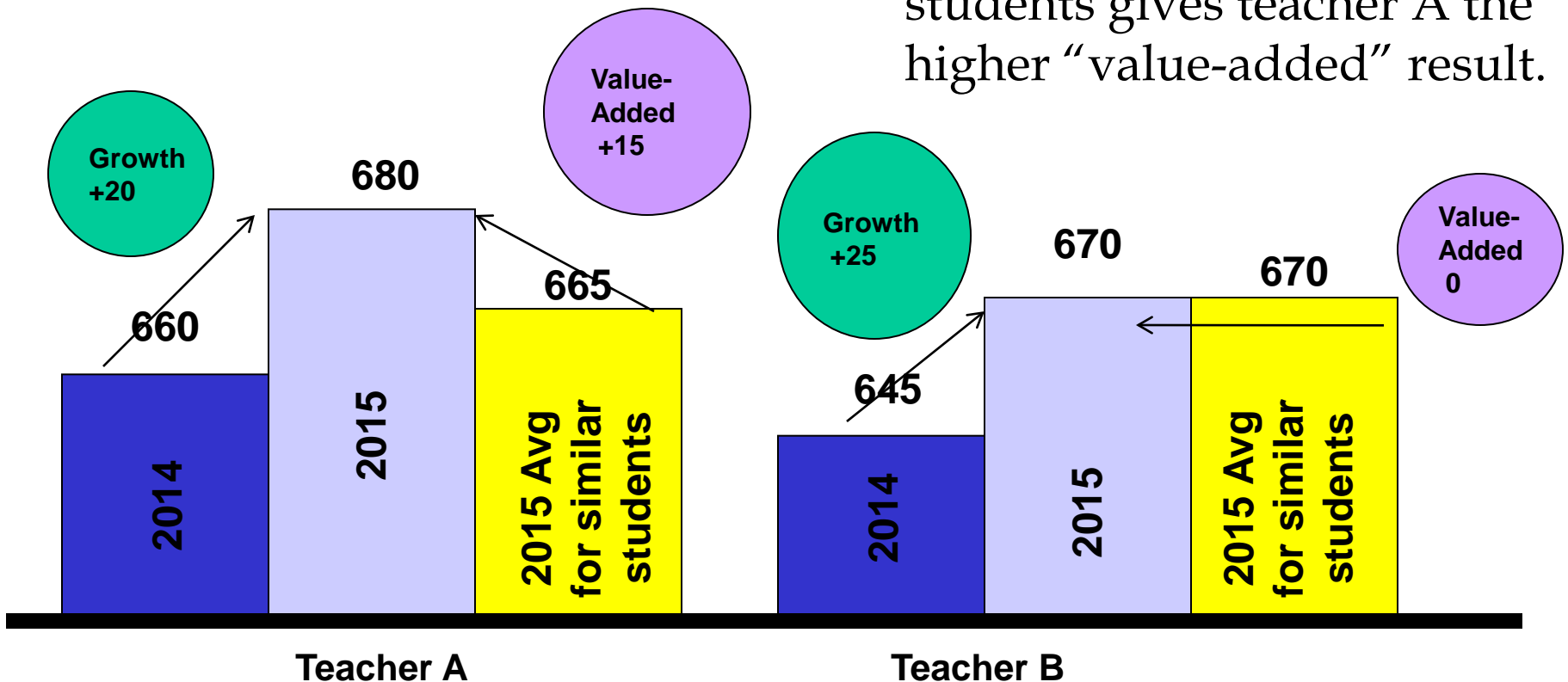
Adding average prior achievement for the same students shows Teacher B's students had higher growth.

VA/Growth Basics: Value-Add

Avg Student Growth vs Similar Students (2014-2015)

Illustrative Scale Scores

Comparing growth to the average growth of “similar” students gives teacher A the higher “value-added” result.



VA/Growth Model: Data Collection and Policy Options

- State must collect data linking teachers, courses and students
 - Where teachers verify data, credibility of result is higher
- As data collection improves, policy options increase:
 - 2010-11: One teacher of record per course; districts must decide. Guidance to the field soon
 - Future:
 - If we track teacher assignment changes during year; team teaching; student mobility during year, push-in/pullout teachers; etc.
 - Will have more options for which students “count” for which teachers and which teachers can receive student growth data
- Challenge: operational complexity vs. precision

State Growth Measures: Non-Tested Subjects

Evaluation options are likely to differ for various groups of teachers:

- Teachers of classes with only one state-tested administration
 - No pretest, such as Grade 4 and 8 Science and all Regents subjects
- K-2 educators
- High school (non-Regents subjects) educators
- Middle and elementary non-tested academic subjects educators
- “Performance” course (e.g., CTE, arts) educators
- All other classroom educators



Non-Tested: Options

- Use existing assessments in other content areas to create a baseline for science tests and Regents
- Add additional state-wide assessments with focus on core academic subjects with largest number of teachers
 - Commercially-available assessments
 - Newly created
- Use a team-based metric
- Empower local level resources to create and carry out a solution that meets state-wide requirements



Local Assessment Measures: Possible Decision Criteria

- Rigor and validity
- Growth or achievement measures
- Effect on instruction
 - May prefer an assessment that *supplements* state assessments
- Cost/feasibility
- Timing
- **Comparability**



Local Assessments: Comparability Across Classrooms

Need to maintain equity by ensuring comparability across classes within a district/BOCES, but also ensure assessments are locally relevant

- **Reality of the Law:** Districts must be able to defend their decisions about comparability of tests
- School-based choice of assessments may have local appeal for instructional and teacher engagement reasons

Local assessments: possible options

- Districts choose or develop common assessments across classrooms in a grade or course
 - Hillsborough and Charlotte-Mecklenburg will be over 75% coverage of teachers by end of 2011
- Districts use a group metric, most likely drawn from state tests
- Districts choose other options they can defend for rigor and comparability across classrooms
 - Example: school-based objectives
 - Teachers set annual classroom achievement goals. Principal approves goals, assessment and monitors results
 - Used in Denver, Charlotte-Mecklenburg, D.C., New Haven, NYC pilot, Austin pilot



Commonly Used Commercially-Available Tests

- NWEA MAP
- Scantron Performance Series
- Scantron Achievement Series
- CTB Acuity
- ACT Explore, PLAN, and MAP
- DIBELS
- DRA
- Scholastic SPI / SRI
- iStation
- College Board
ReadiStep, PSAT, and SAT
- MetaMetrics

Teacher 60%: Setting Clear, High Expectations

- Starting point: new NYS Teaching Standards, adopted by Regents in January
- Teacher practice rubrics required to expand on NYS Teaching Standards
 - Describe differences in performance levels (Highly Effective, Effective, Developing, Ineffective)
 - Articulate specific, observable behaviors of students and teachers as evidence
- Rubric options:
 - Single, state-wide rubric
 - State provides menu of rubric options that meet state-determined criteria with district variance procedure for other choices
 - Districts choose or develop own rubrics

Teacher 60%: Multiple Measures – Classroom Observations

- **Principal and other administrator observation** of classroom practice (using a rubric) is usually a major part of teacher evaluation
- **Independent observers**, usually expert teachers, not based in schools, are becoming more common
 - Examples: Denver, Hillsborough, New Haven, D.C., Cincinnati, Toledo
- **School-based peer observers** are more common for development than evaluation
- **Training and ongoing monitoring** of all evaluators' accuracy and reliability is very important

Teacher 60%: Multiple Measures – Beyond Classroom Observation

NYS Standards cover practices that are not observable in the classroom visits. Examples of tools*:

- **Structured review of student work and/or teacher documents**
 - E.g. NYSUT districts piloting “evidence binders” with a variety of performance tasks that are individually assigned based on need and scored by rubric
- **Mid-year and year-end conferences** address other domains of standards
 - E.g., D.C. and NYC pilot
- **Student surveys** like the Tripod surveys from Ron Ferguson at Harvard and Cambridge Education (www.tripodproject.org), which generated initial strong correlation to student outcomes in initial Gates METS research results (www.metproject.org)
- **Teacher attendance**

* Goe, Bell, and Little (2008) provide a synthesis of other options (www.tqsource.org)

Teacher 60%: Other States

- Most RTTT states have adopted **state teaching standards**
- **Rubrics:**
 - 6 states (DE, GA, NC, OH, RI, TN) have adopted a single state wide rubric (2 based on Danielson, 1 based on CLASS)
 - 2 states will choose a default option and provide criteria for local selection of rubrics (MA, MD)
 - 1 state will allow for local choice including Danielson or other best-practices (HI)
- **Observations:**
 - Principal, or other supervisor, conducts teacher assessments in all 11 states where we gathered information on evaluation models
 - Independent and/or peer observers in addition to supervisors is described by 7 states as either an option or required (CO, FL, GA, HI, LA, MD, TN)

Principal Evaluation: Design Considerations

Key principles from SED's recent "Cohesive Leadership System" project through Wallace Foundation:

- Use clearly articulated leadership **standards**, specifically the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders
- Collect feedback and evidence from **multiple sources** including supervisor; parents, students, teachers; self-assessment and other sources
- Be based on research, best practice, and experiential learning
- Promote **learning for all students**
- Be sensitive to the diversity and the context of the school and district
- Should promote principal-supervisor collaboration and trust and be a shared responsibility
- **Lead to professional growth and development** of the leader that is being evaluated

Principal Student Achievement Measures

	Elementary/Middle Possible Options	High Schools Possible Options
State Growth:	Growth/VA across tested grades	<ul style="list-style-type: none"> • VA Regents performance • % Regents with college-ready score • Progress to graduation: credit accumulation
Locally-selected Assessment Measures	<ul style="list-style-type: none"> • % proficient on state tests • Gains for lowest achievers; or highest • Gains for SWD, ELL • Basket of local assessments used for teacher evaluation 	<ul style="list-style-type: none"> • Graduation rates (weighted by diploma type) • Dropout rates • Gains for lowest achievers, or highest • Gains for SWD, ELL • AP take rates and 3+; • Basket of locally selected assessments used for teacher evaluation

Principal 60%: Standards, Rubrics and Assessment Tools

- ISLLC or local adaptations are the most common **leadership standards** used
 - The ISLLC Standards have helped guide leadership policy and practice in more than 40 states since they were released in 1996
 - Recently updated version used to inform leadership standards in DE, FL, RI, OH, MD, NC
- **Rubrics** that differentiate performance levels include:
 - 360 degree survey tools like Val-Ed from Vanderbilt University (www.valed.com)
 - New Leaders for New Schools recently-released rubric (www.nlms.org)
 - School-wide practices rubric for inspection visits like NYC Quality Review modeled on Ofsted (UK) (<http://schools.nyc.gov/Accountability/tools/review>)
 - State and/or local developed (FL, RI, MA, OH, HI, MD, NC)
- Parent, teacher and student **surveys** (independent of a 360 degree feedback instrument)
 - E.g. New Teacher Center Working Conditions survey of teachers, in Gates METS study; NYC teacher, student, parents surveys
 - Used by DE, GA, HI, MD, OH

Principal 60%: Individual Goal-Setting

- Annual goal setting between superintendent and principal and progress monitoring throughout the year*
 - Debate in the literature around whether or not goals should be part of a principal's evaluation
 - Also should goals be related to school and district education plans only or should they also include individual professional growth goals?
- Examples where goals are part of evaluation:
DE, TN, OH; D.C., Hillsborough County, New Haven, NYC, and Rochester

* E.g. New Leaders for New Schools, National Comprehensive Center for Teacher Quality

Principal 60%: Other Options

- Measures of principal impact on **teacher effectiveness**:
 - Inputs like timely and thorough teacher evaluations, development plans
 - Outcomes like teacher attendance, effectiveness of teachers offered tenure; alignment of ratings with student learning results; retention of more effective teachers
 - Examples: FL, GA, HI, LA, MA, MD; D.C., Hillsborough
- **Operations**:
 - Budget, compliance, safety metrics
 - Examples: HI, NC, RI; D.C., Hillsborough, NYC, Rochester

Appendix

Overview of ISLLC 2008

- **Standard 1:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- **Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- **Standard 3:** An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- **Standard 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- **Standard 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- **Standard 6:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

(From: Educational Leadership Policy Standards: ISLLC 2008)