



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Annual Professional Performance Review (APPR) Update

March 1, 2019

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Professional Development

NYSED Mission and Vision

The mission of the New York State Education Department is to raise the knowledge, skill, and opportunity of all the people in New York. Our vision is to provide leadership for a system that yields the best educated people in the world.



How Does the Office of Educator Quality and Professional Development Support This Mission?

We believe....

- **Among school-based factors, teaching matters most to improving student outcomes.**
- **Leadership is second only to classroom instruction as an influence on student learning.**
- **Although research suggests that out of school factors have the greatest influence on student outcomes, effective teaching and school leadership has the potential to help level the playing field.**
- **All students, regardless of zip code, should have equitable access to the most effective educators.**

What Do We Believe?

We believe....

- **Persistent achievement gaps among student subgroups and inequitable access to the most effective educators interfere with the goal that all students graduate college, career, and life ready.**
- **In order to eliminate these gaps and ensure equitable access, LEAs must use data as a key lever to identify effective educators as models and peer mentors, to identify differentiated supports for all educators, to inform high quality professional development, and to make strategic staffing decisions.**

What Do We Believe?

If we assist districts and BOCES to:

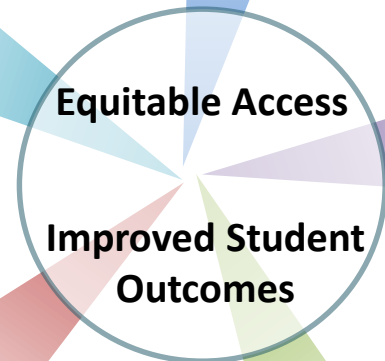
- Implement comprehensive systems focused on improving educator effectiveness, grounded in a comprehensive needs assessment
- Use multiple educator effectiveness measures (e.g., observations of practice, contribution to student growth) to identify teachers and principals who consistently demonstrate high levels of effectiveness that can serve as models and mentors for their peers, to differentiate supports for all educators, and to inform differentiated, high-quality professional development for all educators
- Make educator evaluation a positive driver of job embedded and differentiated professional learning and growth
- Embed sustainable systems of professional learning and growth that recognize and support the growth of individuals and team expertise
- Promote a positive and collaborative culture in every high need school grounded in a clear and shared vision of instructional quality and improvement

What Do We Believe?

We are then:

- Ensuring that districts/BOCES are able to use data to conduct a meaningful needs assessment and root cause analysis
- Ensuring that districts/BOCES develop systems of educator development and support that address their specific needs
- Ensuring that educators have access to comprehensive systems of feedback and support that are differentiated based on need and interest
- Ensuring schools attract and retain effective educators
- Increasing equitable access to effective educators for all students, including students from low income families, students of color, and other student populations
- Improving student outcomes and student success

Educator Effectiveness Framework



- Incentives for effective educators to transfer to or stay in high-needs schools or hard-to-staff areas
- Collaborative teaching models
- Use of technology to increase the number of students directly taught by top teachers
- Using effective educators as providers of professional development for their colleagues

- Formal LEA-IHE partnerships or collaborations
- Pre-service and in-service educator programs
- Pathways to service and licensure

- Activities to attract the most effective educators to LEAs and the schools that need them.
- Strategic placement of new and early career educators with seasoned mentors
- Induction and onboarding programs

- Differentiated and ongoing support and mentoring for educators to advance their professional practice and improve their ability to produce positive student outcomes in tandem with a thoughtfully implemented evaluation system.

- Use of evaluation system in smart retention of effective educators
- Opportunities for both vertical and lateral growth within the profession
- Performance-based compensation systems

Retention of Effective Educators

Extending the Reach

Professional Development and Growth

Recruitment and Placement

Preparation

Equitable Access

Improved Student Outcomes

Educator Effectiveness Framework



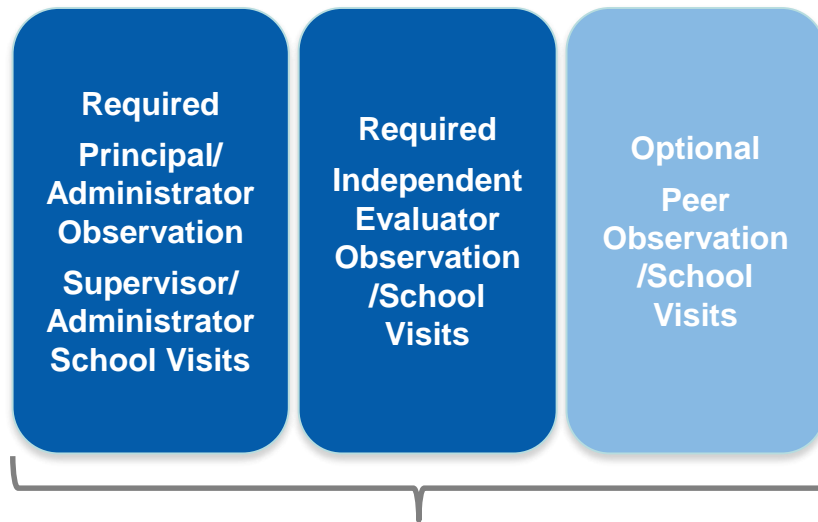
Implications of APPR Bill (S.1262/A.783)

Education Law §3012-d

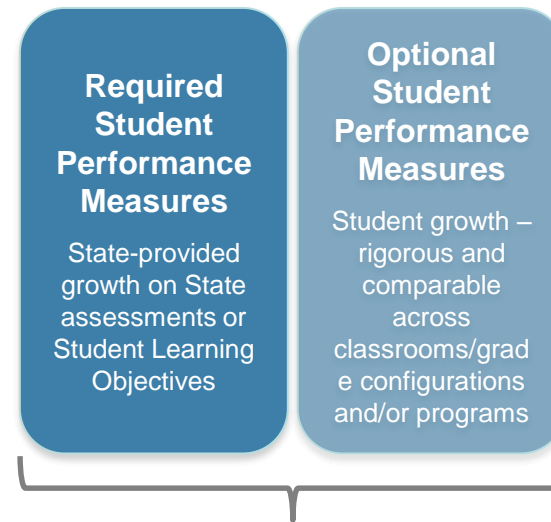
Components of the APPR Evaluation System

- Evaluations include educator practice and student learning measures
- Measures result in a single overall educator effectiveness rating

Educator Practice



Student Learning



Teacher Observation/Principal School Visit Category Rating

Evidence-based observations/school visits.
Combined required and optional subcomponents, per weighting indicated in approved APPR plan.

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Student Performance Category Rating

Combined required and optional subcomponents, per weighting indicated in approved APPR plan.

Overall APPR Rating

Overall annual evaluation HEDI rating based on both category ratings, as applied to the evaluation matrix

Education Law §3012-d

Overall Rating Calculation

| | | <u>Observation/School Visit</u> | | | |
|----------------------------|-----------------------------|---------------------------------|----------------------|-----------------------|------------------------|
| | | <u>Highly Effective (H)</u> | <u>Effective (E)</u> | <u>Developing (D)</u> | <u>Ineffective (I)</u> |
| <u>Student Performance</u> | <u>Highly Effective (H)</u> | H | H | E | D |
| | <u>Effective (E)</u> | H | E | E | D |
| | <u>Developing (D)</u> | E | E | D | I |
| | <u>Ineffective (I)</u> | D | D | I | I |

Implications of APPR Bill (S.1262/A.783)

- On January 23, 2019, both houses of the NYS Legislature passed a bill that would amend Education Law §3012-d.
- The bill would take effect immediately upon signing by the Governor.
- The bill makes a number of key changes to the student performance category of teacher and principal evaluations, but leaves the rest of the 3012-d framework in place.

Implications of APPR Bill (S.1262/A.783)

Required Student Performance Measures

- 1. The use of state-created or administered tests becomes optional instead of mandatory.**
 - This includes the grades 3-8 English language arts and mathematics state tests, grades 4 and 8 science State assessments, high school Regents examinations, NYSAA, and NYSESLAT.
- 2. The State Growth Model for teachers of grades 4-8, building principals covering those grade levels, and high school principals (all of grades 9-12) is eliminated.**
 - All educators would now have Student Learning Objectives (SLOs), which are academic goals for an educator's students set at the start of a course.

Implications of APPR Bill (S.1262/A.783)

3. **The selection of assessments for student learning objectives (SLOs) would be subject to collective bargaining.**
 - This is currently district determined and not a mandatory subject of collective bargaining.
 - Students must still take the State-created or administered assessments for federal accountability and/or graduation purposes.

Implications of APPR Bill (S.1262/A.783)

4. **School districts would be allowed to continue to use the evaluation system they currently have in place during the term of any collective bargaining agreements (CBAs) that are in effect prior to the effective date of the amendment.**
 - **The Transition measures included in the approved evaluation plan would continue to be used during the term of any existing collective bargaining agreements (CBAs) and until entry into a new agreement.**
 - **School districts would not risk the loss of a State aid increase so long as they negotiate and receive approval from the Commissioner of a new evaluation system consistent with the proposed requirements upon entry into a successor CBA.**

Implications of APPR Bill (S.1262/A.783)

Optional Student Performance Measures

1. The current law provides optional student performance measures, the selection and use of which are collectively bargained. Those measures must be either:
 - A second State-provided growth score on a State-created or administered assessment; or
 - A growth score based on a State-approved supplemental assessment with a corresponding statistical growth model.
2. The proposed bill eliminates the requirement that the optional measure be determined using a statistical growth model.

Implications of APPR Bill (S.1262/A.783)

Teacher Observations/Principal School Visits

- Remains the same.

Overall Ratings Based on the Matrix

- Remains the same.

Teacher and Principal Improvement Plans

- Remains the same.

Use of Evaluation for Employment-Related Decisions

- Remains the same.

Implications of APPR Bill (S.1262/A.783)

- **If the bill becomes law, the Department's regulations must be amended to conform to the new requirements.**
- **All assessments that are not State-developed must be approved by the Commissioner for use in evaluation.**
 - **The Department already has an RFQ to approve assessments for evaluation, but we are likely to see a substantial increase in applications.**
 - **Because these assessments are used for high stakes purposes, they are required to:**
 - **Meet standards for validity and reliability under the Standards for Educational and Psychological Testing;**
 - **Measure student growth over the interval of instructional time; and**
 - **Be rigorous enough to produce differentiated student-level results**

Implications of APPR Bill (S.1262/A.783)

- **If this bill becomes law, it would take effect immediately.**
 - **School districts must collectively bargain new evaluation plans, and those plans must be approved by the Commissioner.**
 - **The Department must develop a new template for evaluation plans, issue field guidance and other resources, and provide training to the field.**
 - **There are 689 school districts and 37 BOCES subject to evaluation.**
 - **Unlike prior versions of the law, there is no specific date by which school districts must negotiate their new plans in order to maintain eligibility for State aid increases.**

Questions?

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