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Our Students. Their Moment.

Educator Effectiveness Update

New York State Education Department

December 2011

Topics

- Update on Approved Teacher and Principal Practice Rubrics for APPR

- Update on Approved 3rd-Party Assessments for APPR

- Planned Changes to Educator Certification Exams: Implications for P-12

Teacher Practice Rubrics

1. CLASS
2. Danielson's Framework for Teaching
3. Danielson's Framework for Teaching (Revised 2011 edition)
4. *Marshall's Teacher Evaluation Rubric
5. Marzano's Causal Teacher Evaluation Model
6. *Marzano's Teacher Practice Rubric
7. NYSTCE Framework for the Observation of Effective Teaching
8. NYSUT Teacher Practice Rubric
9. *Thoughtful Classroom Teacher Effectiveness Framework

* Newly added tool

Principal Practice Rubrics

1. VAL-ED

2. The Reeves Leadership Performance Matrix

3. Multidimensional Principal Performance Rubric

4. *Marshall's Principal Evaluation Rubric

5. *Marzano's School Administrator Rubric

* Newly added tool

Approved Rubrics Met the Following Criteria:

Alignment with Overall NYS Evaluation System

- Broadly cover NYS Teaching Standards

- Grounded in research about teaching practice that supports positive student learning outcomes.

- Four performance rating categories (or easily convertible to HEDI)

- Clearly define the expectations for each rating category. Highly Effective and Effective rating categories must encourage excellence beyond minimally acceptable level of effort or compliance.

- Applicable to all grades and subjects; or if designed explicitly for specific grades and/or subjects, they will only be approved for use in grades or subjects for which they are designed.

Rubric Criteria, cont'd

Ease of Implementation

- Use clear and precise language that facilitates common understanding among teachers and administrators.

- Specifically designed to assess the classroom effectiveness of teachers.

- Rely on specific, discrete, observable, and/or measurable behaviors by students and teachers in the classroom with direct evidence of student engagement and learning.

Additional Criteria for Rubric Variance

- Two types of variances are available: existing rubric or new, innovative rubric

- **Most variance applications reviewed to date did not meet the criteria listed on previous 2 slides**

- If variance application meets all of those criteria, it moves to 2nd stage of review

Variance Required for Tweaking Rubrics

- NYSED discourages LEAs from making any adaptations to other providers' rubrics

- **Any change by an LEA to the content of a rubric on the Department's *Approved List* (including deletions, additions, or other edits) constitutes an adaptation for which a variance is required**

- LEA is responsible for securing any necessary approvals or permissions from rubric provider prior to making any adaptations.

No Variance Required for Procedural Differences

An LEA is NOT required to request a variance for **procedural differences** in implementation of a rubric on the Department's *Approved List*, such as:

- providing additional or more detailed guidance on how to implement the rubric that is not available from the original rubric provider

- maintaining all components of the rubric but choosing to emphasize certain components of the rubric over others

Variance for Existing Rubric

Additional criteria

- Evidence that the LEA has made a significant investment in the rubric, particularly in training and implementation
- Evidence that the LEA has a history of use that would justify continued use of that rubric, including:
    - LEA's use of the rubric to date has generated differentiated ratings and assessments of educators' skill and proficiency
    - degree of differentiation in ratings is justified by student achievement results

Variance for New, Innovative Rubric

Additional criteria

- New, innovative tool

- Training and implementation plan

- Plan for collecting evidence that:

  - the LEA's use of the rubric generates differentiated ratings and assessments of educators' skill and proficiency

  - degree of differentiation in ratings is justified by student achievement results

Student Assessments Approved for APPR

- Round two of RFQ

- Assessments to be added for use beginning in 2012-13.

- We hope to increase the grades/subjects that are covered with the assessments

- RFQ will be posted in mid to late December.

- All assessments on the list will be required to provide documentation of alignment to NYS P-12 Common Core Learning Standards (as applicable) or, in other content areas, the NYS Learning Standards.

Focus on Educator Certification

Great Teachers and Leaders

Common Core · Data Driven Instruction · Educator Standards of Practice · Focus on High-Need Schools and Districts

Prepare → Develop/Assess → Retain → Monitor and Improve

Frameworks for managing human capital in schools: see for example: Rachel E. Curtis, Teaching Talent: A visionary Framework for Human Capital in Education, Harvard Education Press, Chapter 9; Herbert Heneman and Anthony Milanowski, Assessing Human Resource Alignment: The Foundation for Building Total Teacher Quality Improvement.

Educator Workforce Trends

Shrinking Job Market

- More than 7,000 of the state's teachers laid off this year (almost 3% of teachers)

- 20,000 teaching positions lost over the past 3 years (almost 10%)

Persistent Shortages
In some certificate areas (e.g., Special Education, Bilingual Education, ESL, Science, Math) and in highest poverty locations

New Teaching Certificates Issued
In 2010-11, NYSED issued 62,000 new classroom teaching certificates

- 13,500 in Childhood Education (Grades 1-6)

- 5,850 in Early Childhood Education (Birth-Grade 2)

Educator Workforce Trends

Attrition and Retention

- Attracting and retaining principals, especially in high-need schools, is problematic. Leadership is critical to teacher retention. (Leithwood K., Jantzi D., 2000)

- Schools serving poor and minority students have higher attrition rates than others. (Ingersoll, R., 2001)

- Several researchers have found that about the same percentage of effective teachers as ineffective teachers leave their schools each year. However:

  - Among those leaving low-performing schools, teachers who are more effective tend to transfer to higher-achieving schools with fewer poor, Black, and Hispanic students

  - Less-effective teachers tend to transfer to other low-performing schools.

  (West, M., Chingos, M., 2008; Boyd, Grossman et .al. 2007)

Educator Workforce Trends

Diversity

Attracting and maintaining a diverse corps of effective educators remains challenging.

- 15% of NYS educators are Black and Hispanic, compared with 40% of students.

(NYSED Office of Research and Information Systems)

Inequitable Distribution

1st-year elementary and middle school teachers tend to get students who are less prepared academically than teachers with 4+ years of teaching experience.

(Harvard University Center for Education Policy Research, Strategic Data Project Human Capital Diagnostics; unpublished data analysis of five U.S. urban districts)

Federal policy focus on outcomes

In *Our Future, Our Teachers: The Obama Administration's Plan for Teacher Education Reform and Improvement (2011)* the USDE signaled its plans to change state reporting requirements about educator preparation programs

- Focus on student results and educator effectiveness in addition to certification pass rates

- Strengthened standards for preparation programs, based on outcomes
  - Learning growth of students taught by program graduates
  - Job placement and retention rates, to gauge program effectiveness in preparing, placing, and supporting educators in alignment with district needs
  - Surveys of program graduates and their principals, to gather data for informing program improvements

Louisiana and Educator Preparation Reporting

Lousiana has been measuring and reporting a variety of teacher and leader preparation statistics, including since 2005-06, the value-added student learning results of program graduates

- Besides certification pass rates, teacher survey results and other measures, programs are compared to same license area programs using "value-added measures" of their graduates' effect on student achievement that account for differences in students and classrooms across the state

- Some teacher preparation programs in La. are now preparing new teachers whose effectiveness is significantly higher than the *average experienced teacher* in Louisiana

- Preparation program results on these measures vary considerably, even across programs within an IHE

Source: Goerge Noell et al, Value-added Assessment Teacher Preparation in Louisiana ▪ 2009

New Data Profiles for NY Educator Prep Programs

- In our Race to the Top application, New York committed to creating "institutional performance profiles" for all teacher and principal preparation programs (traditional and alternative) in the State.

- The profile reports will be designed with Higher Education input and will include program by program information about:

  ○ Effectiveness of program graduates, as measured by new teacher and principal evaluation system

  ○ Performance of graduates on certification exams (as NYSED does today)

  ○ % of graduates certified/employed overall and in shortage subjects and high-need schools

  ○ Retention rates of graduates

Regents Policy on Educator Certification Exams

In November 2009, the Board of Regents directed the Department to develop:

- performance-based assessments for initial and professional certification of teachers and principals
- more rigorous Content Specialty Tests, to assess new teachers' mastery of knowledge in content area they will be teaching
- a test of literacy and writing skills

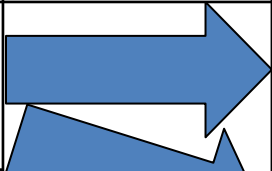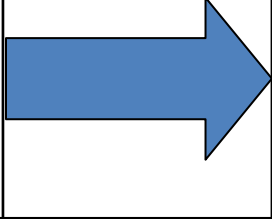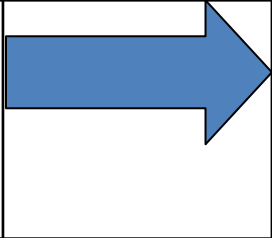In May, 2010, the Board reaffirmed the conceptual design and included a test about "Educating All Students"

- English language learners
- Students with disabilities
- Diverse student populations

Certification Exam Development Process

NYSED is leading development of the new exams.

- Exam committees made up of practicing educators and faculty from preparation programs review exam designs and provide detailed input

- Input from experts in assessment, Common Core standards, data-driven instruction, and educator evaluation

- Contractor Pearson Evaluation Systems focuses on ensuring psychometric validity

- Pilot and field testing has led to improvements in exam design

Initial Certification for Teachers

Current Exams		New Exams
Assessment of Teaching Skills -Written		Performance Assessment (Portfolio)
		Educating All Students Test
Liberal Arts And Science Test		Academic Literacy Skills Test
Content Specialty Test		Revised Content Specialty Test

Educating All Students Test

- Rationale: Persistent achievement gaps for English language learners, students with disabilities, and black and Latino students

- Test is designed to ensure all teachers and school building leaders understand how to address the learning needs of diverse student populations

Academic Literacy Skills Test

- NYS Common Core learning standards in ELA/Literacy require teachers across the disciplines to:
  - be critical readers
  - engage with informational texts
  - reason using evidence
- Test will focus on more than just writing skills
  - Reading comprehension and analysis
  - Written analysis and expression

Content Specialty Tests

- Will be aligned with NYS Learning Standards, including Common Core

- Will be revised in batches, starting with the Multi-Subject CSTs for early childhood (B-2) and childhood (1-6) teachers

- For Multi-Subject CST, candidate must separately pass each subtest (ELA/Literacy, Math, Arts & Sciences), to ensure elementary teachers have the content knowledge to be effective teaching to the Common Core standards

- Test frameworks, including content areas and performance standards, for all written tests will be public when finalized.

Content Specialty Tests: Rationale for Change

Research demonstrates the link between teacher content knowledge in math and student achievement.

- Heather Hill, Brian Rowan and Deborah Ball link elementary teacher mathematical content knowledge to elementary student achievement (American Educational Research Journal, 2005)

- Liping Ma's 1999 book, *Knowing and Teaching Elementary Mathematics,* documents gaps in math knowledge of elementary teachers in U.S. compared to China.

Massachusetts overhauled their teacher content tests, raising the level of content knowledge required in general and requiring multi-subject teachers to pass both math and ELA content knowledge.

- First-time taker pass rates fell from around 80% to under 40% initially but have since rebounded to about 60%.

- Note: Massachusetts just posted the nation's highest NAEP scores again in both Reading and Math, 4th and 8th grades.

Teacher Performance Assessment

Candidates submit portfolio of work through an electronic portfolio system

- Evaluates practice-based skills proven to have a positive impact on student achievement, aligned to NYS Teaching Standards

- Requires 2 videos, each of a 15-20 minute lesson (for B-6 teachers, one video must be of a math lesson)

- Lesson plan demonstrating planned outcomes and understanding of context of class and their student achievement data

- Post-lesson analysis of student learning data and reflection on lesson, outcomes and future lessons

Teacher Performance Assessment (cont'd)

Scoring

- Rubric developed by exam committee and Pearson based on NY State Teaching Standards
  - Rubric will be public when completed in Spring 2012

- The assessment provider (Pearson) will train and compensate qualified NYS educators—including preparation program faculty— to evaluate the performance of candidates using standardized rubrics

- Candidates who are unsuccessful on either task of the assessment will receive feedback indicating specific weaknesses

Teacher Performance Assessment (cont'd)

Technology requirements

- NYSED, through Pearson, provides web-based platform accessible through high-speed internet.
  - No software purchase is required
  - No interface with existing systems is required
  - Institutions may choose to use this platform for formative work in their courses.
  - If Institutions have adopted another platform, they may continue to use it in coursework. In this case, candidates will access NYSED system from any web-enabled computer when submitting certification exam materials..

- Can use almost any digital video camera. *Cameras will not be provided by Pearson.*

Teacher Performance Assessment (cont'd)

Cost

- Candidates will pay to take the exams, just as they currently do.

- As always, candidate fees cover all exam development and scoring costs, including use of the portfolio platform.

- NYSED is committed to ensuring the new exams cost in the same ballpark as the old exams.

- Cost of cameras is new. Programs may wish to provide cameras for candidates' use.

Teacher Performance Assessment (cont'd)

What is the role of preparation programs and faculty in implementing the exam?

- Candidates may complete the portfolio in the context of their student teaching/internship assignment

- Prior to submitting completed portfolio to Pearson for scoring, candidates can submit their work to faculty for feedback

- Faculty may review candidates' work and annotate videos

- Based on feedback, candidates may decide to record a new video or otherwise revise their work

Initial Certification for School Building Leaders

Current Exams	New Exams
Written Assessment	**Written Assessment**
● Developing an Educational Vision; Managing Change ● Leading the Educational Program; Managing School Resources	● Visionary Leadership, the Change Process and the Educational program ● Accountability, Management, and Compliance
	Performance Assessment (Computer Simulation)
	● School Improvement Plan ● Teacher Observation and Feedback ● Professional Development to Enhance Data-Driven Instruction

School Building Leader Performance Assessment

- Based on ISLLC 2008 standards, will evaluate practice-based skills proven to have a positive impact on student achievement

- Will be computer simulation test, instead of a portfolio submission:

  - Analyzing a case study with student assessment data and describing instructional plans for these students

  - Viewing a video of a classroom teacher's lesson and providing feedback using a rubric based on NYS Teaching Standards

Transition Timeline--Considerations

- New York's Race to the Top application commits the state to implementing the new certification exams for May 2013 preparation program graduates
- Teacher portfolio exam platform will be ready for preparation programs to begin using in 2012
- Department is considering field input about timeline

Thank You.