

NYS APPR Regulations

Education Law 3012-c

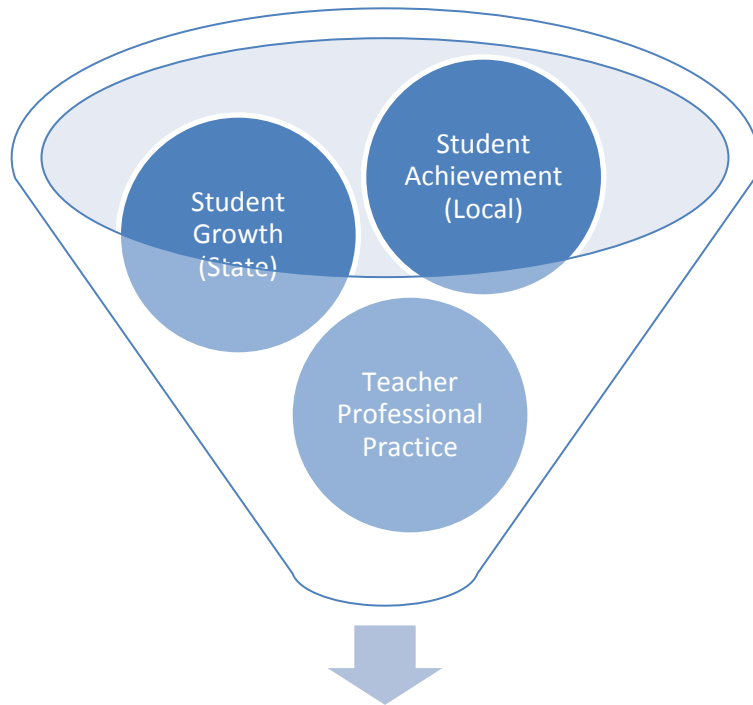
**And the impact of the ruling in
NYSUT v. BOR (August 24, 2011)**



OBJECTIVE

“ to foster a culture of continuous professional growth”

- **Statewide student growth measures**
 - Identify educators whose students’ progress exceeds that of their peers
 - Identify educators whose students are falling behind similar students
- **Locally selected measures of student achievement**
 - Reflect local priorities, needs and targets
- **Teacher observations, survey tools and other measures**
 - Provide detailed, structured feedback on professional practice



**Professional
Development & Support**



Effective Teachers



Effective Leaders

APPR Plans

- September 1, 2011 for teachers/principals in Grades 4-8 ELA/Math/Common Branch*
 - September 1, 2012 for ALL teachers/principals*
 - Must be made available to the public on school website not later than September 10th of each school year or 10 days after adoption (whichever occurs later)
-
- May be annual or multi-year plans
 - Approved by BOE
 - Specific content to be included

** To the extent that plans cannot be finalized due to pending collective bargaining negotiations, the plan should note those specific parts and an amended plan filed upon completion of negotiations*

APPR Plan Content

- Process for ensuring NYSED receives accurate teacher/student data, including process for verification
- Process for reporting to NYSED individual subcomponent and total composite effectiveness score for each classroom teacher/building principal
- Assessment development, security and scoring processes utilized by the district
- Details of the evaluation system including:
 - Local measures of student achievement used for evaluation
 - Name of approved teacher/principal practices rubric
 - Any other instruments used to evaluate teacher/principal performance for remaining 60 points of evaluation
 - Scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher/principal effectiveness
- How educators will receive timely and constructive feedback as part of the evaluation
- How appeals of annual performance evaluations will be handled
- Any required certifications to be included in the plan

TEACHER EVALUATIONS

2011-2012 Teacher Composite Effectiveness Score

“ total effectiveness score out of 100 points assigned to a teacher/principal for an evaluation” calculated on the sum of three component scores

State Assessments (20 Points)

- Student growth percentile score on State assessments in ELA and/or Math in Grades 4-8

Locally Selected Measures (20 Points)

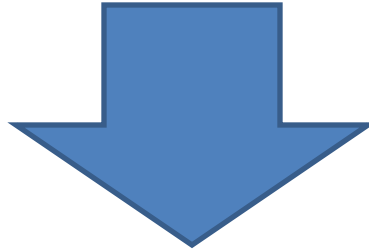
- Locally selected measures of **student achievement or growth** that are determined to be rigorous and comparable across classrooms

Other Measures of Teacher/Principal Effectiveness (60 Points)

- Must be multiple measures
- Subject to collective bargaining : point assignment of those multiple measures
- Must address ALL NYS Teaching Standards

Locally Selected
Measures
(20 Points)

Growth vs. Achievement



Options provided by regulation

Collectively Bargained

2011-2012 Locally Selected Measures

“locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms”

Rigorous = aligned to NYS learning standards AND to the extent practicable, is *valid and reliable* as defined by the Testing Standards (**Standards for Educational And Psychological Testing – American Psychological Association**)

Comparable across classrooms = same locally selected measure(s) of student achievement/growth is used **across a subject and/or grade level**. For principals, same measure(s) must be used for all principals in the **same or similar program or grade configuration**.

Locally Selected Measures Options (Teachers)

- Student assessment pre-approved by NYSED pursuant to RFQ process
- District or BOCES developed assessment
- School-wide, group or team metric based on an approved student assessment, district-regional-BOCES developed assessment or State assessment across multiple classrooms in a grade level/subject area
- Student achievement on State assessments, Regents examinations and/or approved alternative examinations
- Structured district-wide student growth goal-setting process to be used with any State assessment, approved student assessment or other teacher created assessment

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Must be certified in APPR that measure is rigorous and comparable across classrooms and explain how it meets those requirements

Locally Selected Measures Options (Teachers)

- Student assessment pre-approved by NYSED pursuant to RFQ process
- District or BOCES developed assessment
- **School-wide, group or team metric** based on an approved student assessment, district-regional-BOCES developed assessment or **State assessment across multiple classrooms in a grade level/subject area**
- **Student achievement on State assessments, Regents examinations and/or approved alternative examinations**
- **Structured district-wide student growth goal-setting process to be used with any State assessment, approved student assessment or other teacher created assessment**



District **may** use the same measure of student growth on the State assessment for both the State assessment subcomponent and the locally selected measures subcomponent

Other Measures of Teacher/Principal Effectiveness (60 Points)

- Measures should be aligned with **NYS Teaching Standards**
- Must be assessed based on a **teacher practice rubric(s)** approved by NYSED
 - Same rubric shall be used for all classroom teachers in a given grade/subject across the district
 - Variance may be granted for existing rubrics upon finding of the Commissioner that it meets the criteria of the regulations and the school has demonstrated a significant investment in the rubric and a history of use to justify continued use
 - Variance may be granted for use of a newly developed rubric upon finding of the Commissioner that it meets the criteria of the regulations and the district has demonstrated how it will ensure inter-rater reliability and the rubric's ability to provide differentiated assessments over time

Other Measures of Teacher Effectiveness



Classroom Observations

- ~~At least 40 points~~
- May be done in person or by video
- Multiple observations by principal or other trained administrator
- May be one or more observations by independent trained evaluators or in-school peer teachers

collectively Bargained



Portfolios/Evidence Binders

Surveys and/or feedback from students, parent/caregivers and/or peers

Teacher self-reflection and progress on professional growth goals
~~(No more than 5 points)~~

Scoring Ranges for Rating Categories 2011-2012*

Categories	Overall Ratings	Locally Selected	Other Measures of Effectiveness
Highly Effective	91	18-20	Exceeds standards
Effective	75-90	14-17	Meets standards
Developing	65-74	3-11	Need improvement to meet standards
Ineffective	0-64	0-2	Does not meet standards



STOP

* Reviewed annually by Commission



District shall prescribe minimum/maximum scoring ranges for each performance level before the start of each school year



APPR Components	Teacher Rating
State Assessment	2
Locally Selected Assessment	2
Other Multiple Measures	60



STOP

INEFFECTIVE

ADDITIONAL



NEGOTIABLE ITEMS

Teacher or Principal Improvement Plans

- Triggered by a teacher/principal receiving a Developing or Ineffective on the composite score for APPR
- Developed and commenced as soon as practicable but no later than 10 days after the date on which teachers are required to report prior to opening of classes for the school year
- Developed locally through negotiations, including
 - Identification of needed areas of improvement
 - Timeline for achieving improvement
 - Manner in which the improvement will be assessed
 - Where appropriate, differentiated activities to support a teacher/principal improvement in those areas

Appeal Procedures

Challenge of annual professional performance review by teacher/principal **ONLY** for

- The substance of the APPR
- District adherence to the standards and methodologies required for such reviews
- Adherence to the regulations and compliance with any applicable locally negotiated procedures, including issuance and/or implementation of the terms of the teacher or principal improvement plan

- Procedures should be described in district APPR plan
- Procedures shall provide for the timely and expeditious resolution of any appeal

MONITORING AND CONSEQUENCES OF NON-COMPLIANCE

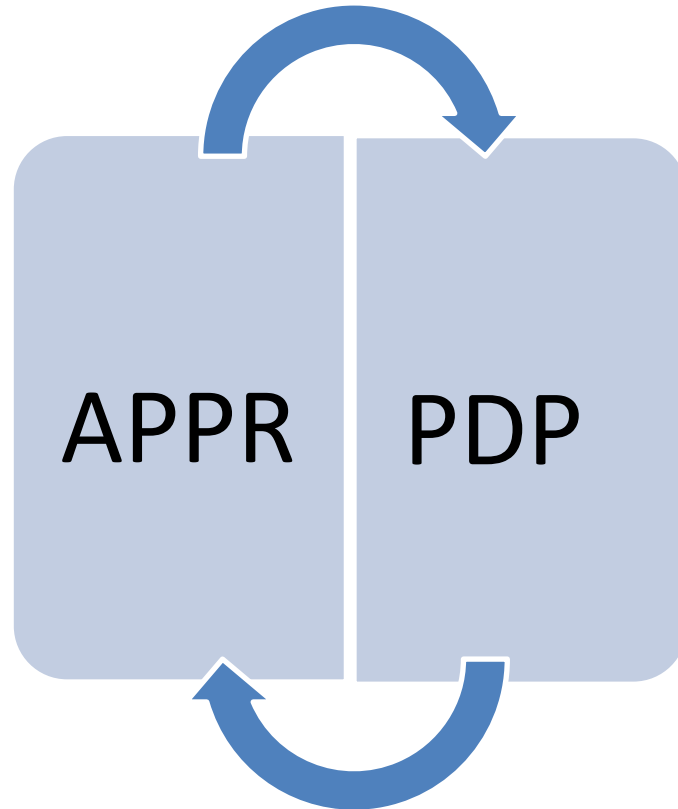
Monitoring by NYSED

- Monitor annually and analyze trends and patterns in evaluation results and data to identify districts, BOCES or schools where evidence suggests a more rigorous evaluation system is needed to improve educator effectiveness and student learning to identify districts or BOCES
 - With “*unacceptable*” difference between student growth on NYS assessments and any other measures of teacher/principal effectiveness
 - Whose teacher/principal scores and/or subcomponent scores and/or ratings show a significant gap *across educators* and/or the lack of differentiation in scores or equivalently consistent student achievement results

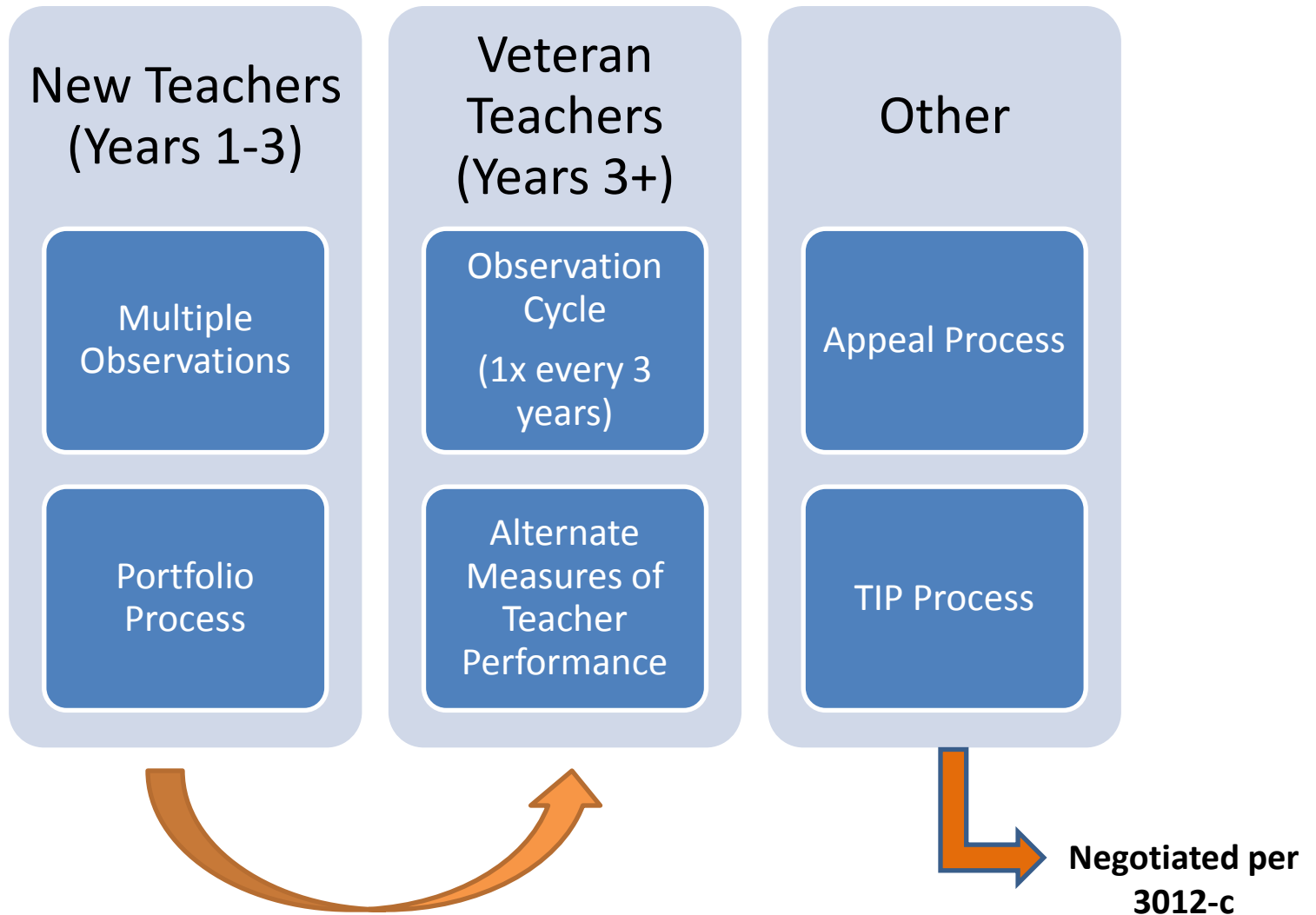


Districts identified by NYSED according to these measures may be highlighted in public reports and/or the Commissioner may order a corrective action plan (which may include the district/BOCES utilize independent trained evaluators)

How big are these shifts?



Most APPR documents



Phasing in....

2011-2012

- Grades 4-8 ELA/Math/Common Branch (Composite Scores)
- Teachers in Cycle 1 (scheduled for observation)

2012-2013

- All Teachers (Composite Scores)

How do we get this done?

Training of Evaluators and Lead Evaluators

Evaluator = any individual who conducts an evaluation of a classroom teacher or building principal

Lead Evaluator = primary individual responsible for conducting and completing an evaluation of a classroom teacher or building principal

- All evaluators must have appropriate training before **completing** evaluations according to the regulations
- Lead evaluators must be certified as a qualified evaluator before completing a teacher or principal evaluation

Certification of Lead Evaluators

Must successfully complete a training course which includes the following:

- Training on NYS Teaching Standards and ISLLC standards and their related elements and performance indicators as applicable
- Evidence based observation techniques that are grounded in research
- Application and use of the student growth percentile model and the value-added growth model
- Application and use of the NYS approved teacher or principal rubric(s) selected by the district, including training on the effective application of such rubric(s) to observe teacher or principal practice
- Application and use of any assessment tools that the school district uses to evaluate teachers/principals including
 - Structured portfolio reviews
 - Student, parent, teacher and community surveys
 - Professional growth goals and school improvement goals
- Application and use of any state-approved locally selected measures of student achievement used by the school district to evaluate teachers/principals
- Use of the Statewide Instructional Reporting System
- Scoring methodology used by NYSED and/or district to evaluate teacher/principal
- Specific considerations in evaluating teachers and principals of ELL/SWD

Certification of Training of Evaluators and Lead Evaluators

- District APPR plan shall describe the duration and nature of the training provided to evaluators and lead evaluators, as well as the process for certifying lead evaluators
- District APPR plan shall describe the process for ensuring that lead educators maintain inter-rater reliability over time
 - Data analysis to detect discrepancies on the part of one or more evaluators
 - Periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher/building principal
 - Annual calibration sessions across evaluators
 - Process for periodically recertifying all lead evaluators