

Teacher Evaluation Road Map: 2012-13

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 a rigorous rubric for teacher evaluation or wish to apply to use a new, innovative rubric?

No

Yes

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/rubricvariance/>

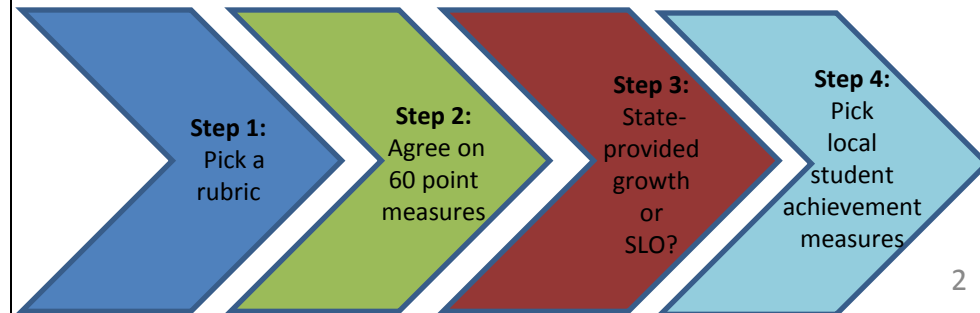
Choose a rubric from the State-approved list.

The list of rubrics can be found here and will be updated if new rubrics are approved:

<http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics>

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.
- More rubrics will be added to this list on a rolling submission/approval basis.
- Collective bargaining considerations.



Step 2: Agree on classroom observations and any additional measures in the 60 point other category.

Agree on classroom observation procedures and points (at least 31 of 60 must be conducted by principal, or other trained administrator). Are there any points left?

Yes

No

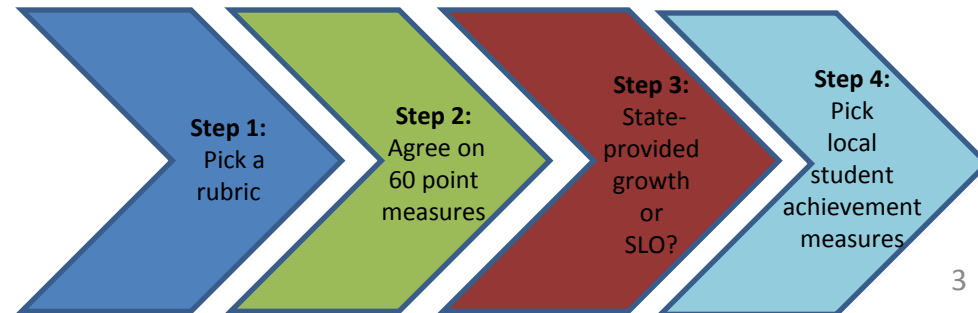
You're done with Step 2.

Choose one or more of the following other measures of teacher practice and assess using the practice rubric:

1. Observation(s) by trained independent evaluators
2. Observation(s) by trained in-school peer teachers
3. Feedback from students and/or parents using a State-approved survey tool
4. Structured review of lesson plans, student portfolios, and/or other teacher artifacts

Keep in Mind:

- Multiple observations (at least two) must be conducted by principal, or other trained administrator. At least one observation must be unannounced.
- Observations may be done in different formats (i.e., they do not need to all be in-person, they can be done through video as well; there are no prescribed lengths).
- Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year.
- Collective bargaining considerations.



Step 3: Identify who will have State-provided growth measures and who must have Student Learning Objectives (SLOs) as comparable growth measures (20-25 points).

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

No

Yes

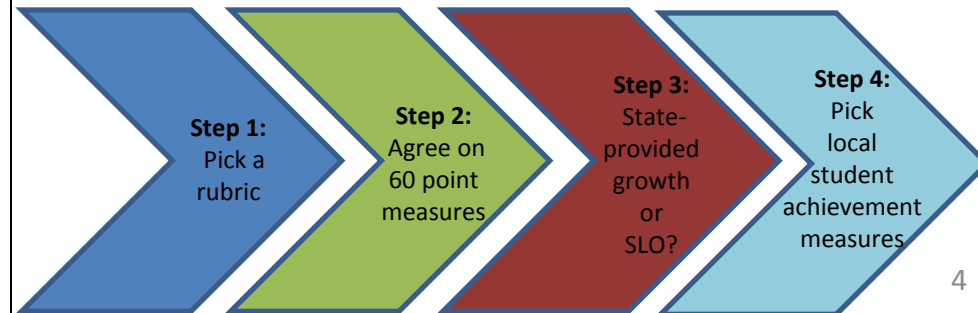
These teachers will receive a growth score from the State for the full 20% (increasing to 25% after a Value-Added model is approved).

These teachers must have SLOs (20%).

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:

- Grades 6-7 Science and 6-8 Social Studies must use one of the following assessment options: State-approved 3rd party; district, regional, or BOCES-developed assessment.
- Subjects that do not end in a State/Regents assessment and/or are not 6-7 Science and/or 6-8 Social Studies must use one of the following assessment options: State approved 3rd party; district, regional or BOCES – developed assessment; school- or BOCES-wide, group, or team results based on State assessments.
- District, regional or BOCES-developed assessments are allowable provided that the District or BOCES verifies comparability and rigor.
- Please see: <http://engageny.org/resource/student-learning-objectives/> for materials related to SLOs.



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

Yes

Identify which grades/ subjects and assessments:

1. From NYSED's list of approved State or 3rd party?
2. District, regional, or BOCES-developed?

No

Are there grades/subjects where the District wants to prioritize buying or creating additional District-wide assessments?

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

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

Keep in Mind:

- Please see: <http://engageny.org/resource/student-learning-objectives/> for webinar 2 materials related to this step, including an excel chart tool that district leaders can use to map specific grade/subject decisions.
- Districts may wish to collaborate to create common assessments to increase coverage.
- Districts are encouraged to increase the number of high-quality assessments that are utilized across grades/subjects within their District.
- District, regional or BOCES-developed assessments are allowable provided that the District or BOCES verifies comparability and rigor.

Step 4: Select local measures of student achievement for all grades/subjects (15-20 points).

Does the district already have a comparable assessment measure of student achievement or growth that is currently in use across all classrooms in the same grade/subject it wishes to use?

No

Yes

You're done with Step 4 for these grades/subjects. Local measures will count for 20% (for applicable teachers, this will decrease to 15% after a Value-Added measure is approved).

Keep in Mind:

- Districts should select the same measure of student growth or achievement across all classrooms in the same grade/subject to ensure comparability.
- The State-approved list meets prescribed criteria for comparability and rigor; districts/BOCES who develop assessments will need to verify comparability and rigor.
- Districts may use more than one type of measure within a grade/subject if they prove comparability.
- Measures selected for local must be different than the measures used for the Growth subcomponent.
- Please see: <http://engageny.org/resource/student-learning-objectives/> for materials related to SLOs.
- Collective bargaining considerations.

Choose one of the following options that ensures comparability and rigor:

1. Measures based on State assessments, Regents, examination, and/or Regent-equivalents. These include:
 - The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations in the previous year.
 - Teacher-specific growth computed by NYSED based on % of the teacher's students earning a State-determined level of growth. Methodology to translate such growth into State-established sub-component scoring ranges shall be determined locally.
 - Other teacher-specific growth or achievement measure using State, Regents, and/or department approved alternative examinations computed in a manner determined locally.
2. State-approved list of 3rd party assessments
3. District, regional, or BOCES-developed assessment
4. School-wide growth or achievement results based on:
 - State-provided school-wide growth score for all students taking State ELA or Math assessments in grades 4-8
 - Locally-computed measure based on State, State approved 3rd party, or a district, regional, or BOCES-developed assessment
5. SLOs with any State, approved 3rd party, or district/regional/BOCES-developed assessment (*option is only for teachers without a State-approved Growth or Value-Added measure for Growth subcomponent*)

Getting Started Planning Template: District Plan

Decisions for Teachers in Subjects Covered by Growth/Value-Added Measures (for 2011-12 and beyond: 4-8 ELA and Math. May include others in 2012-13)		District Plan	Planning Considerations/Next Steps
60% Other	Teacher practice rubric		
	Other measures, tools (e.g., surveys)		
	Allocation of 60-point section		
	STATE PROVIDES FOR ELA/MATH 4-8 (and any additional grades/subjects, as measures become available)		
	Locally selected measures		

Getting Started Planning Template: District Plan

Decisions for Teachers in All Other Subjects		District Plan	Planning Considerations/Next Steps
60% Other	Teacher practice rubric		
	Other measures, tools (e.g., surveys)		
	Allocation of 60-point section		
Growth (20%)	<ul style="list-style-type: none"> • All subjects: Student Learning Objectives used with State assessment or Regents Equivalents (if one exists). • For 6-8 Science and Social Studies: SLO with State assessment (if one exists). If not, State-approved 3rd party assessments and Regents equivalents; or district, regional, or BOCES developed assessment. • For all other grades/subjects (if no State assessment exists): SLO with State-approved 3rd party assessment; district, regional, or BOCES developed assessment; school-or BOCES-wide, group, or team results based on State assessments. 		
Local Measure (20%)			

Other Local Decisions

- Training for all evaluators
- Certification for lead evaluators
- Scoring bands for the “Other Measures of Effectiveness” (60 points) subcomponent
- Process for assigning points in the rating categories (HEDI)
- Improvement plans (TIPs)
- Appeals procedures

See Guidance:

<http://usny.nysed.gov/rttt/teachers-leaders/fieldguidance.pdf>