

Principal 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 principal practice rubric from the State-approved list or apply for a variance.

Does the district already use a rigorous rubric for principal 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 principals 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/>

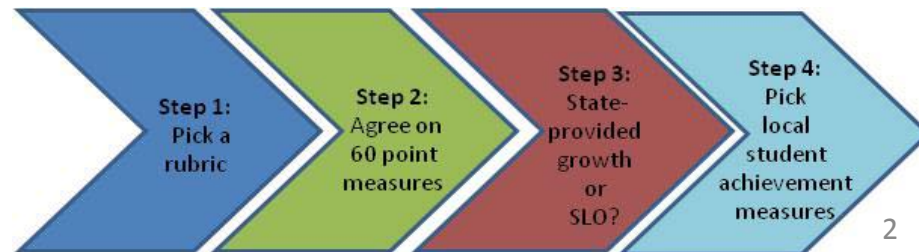
Choose a rubric from the State-approved list.

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 principal 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 assessment of principal leadership and management actions and any additional measures in the 60 point other category.

Agree on assessment procedures, sources of evidence, and points (at least 31 of 60). Are there any points left?

Yes

No

You're done with Step 2.

Any remaining points are based on results of one or more ambitious and measurable goal(s) set collaboratively with supervisors:

At least one goal must address the principal's contribution to improving teacher effectiveness based on one of the following:

1. Improved retention of high performing teachers;
2. Correlation of student growth scores to teachers granted vs. denied tenure;
3. Improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.

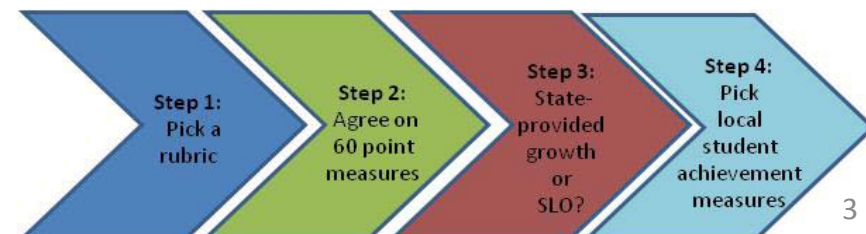
Any other goals shall address quantifiable and verifiable improvements in academic results or the school's learning environment.

Keep in Mind:

- Multiple school visits must be conducted by supervisor, trained administrator, or trained independent evaluator: at least one must be from a supervisor. At least one must be unannounced.
- Any remaining leadership standards not addressed in the assessment of the principal's leadership and management actions must be assessed at least once a year.
- Collective bargaining considerations.

Goals must include at least two other sources of evidence:

1. Structured feedback from teachers, students, and/or families using a State-approved tool (each constituency is one source);
2. School visits by trained evaluators;
3. Review of school documents, records, and/or State accountability processes (all documents are one source).



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

Are at least 30% of students in the principal's school or program being taught ELA and/or Math in grades 4-8 and/or taking State/Regents assessments if high school level?

No

Yes

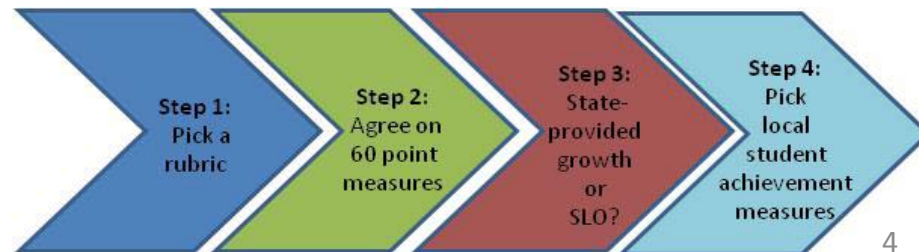
These principals will receive a growth score from the State for the full 20% (increasing to 25% after a Value-Added measure is approved).

These principals must have SLOs (20%) with school-level results from the following options:

1. State assessment (or Regents equivalents), if one exists.
2. List of State-approved 3rd party assessments.
3. District, regional, or BOCES-developed assessments provided that the District or BOCES verifies comparability and rigor.

Keep in Mind:

- Most principals will have State-provided Growth measures. Principals with SLOs will typically include those with early-childhood configurations (PK-3 or similar); principal of programs for Career and Technical Education or programs for students with disabilities where less than 30% of students take the State assessments.
- Please see: <http://usny.nysed.gov/rttt/teachers-leaders/fieldguidance.pdf> for further details.



Step 4a: Select local measures of student achievement for all principals in same or similar programs or grade configuration (elementary/middle schools) across District or BOCES.

Does the District already have a comparable assessment measure of student achievement or growth that is currently in use across all programs or grade configurations in the District or BOCES that it wishes to use?

No

Yes

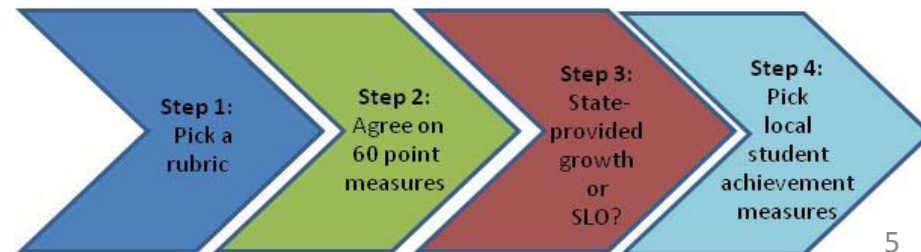
You're done with Step 4a. Local measures will count for 20% (for applicable principals, this will decrease to 15% after a Value-Added measure is approved).

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

1. Achievement levels on State assessments (% proficient or advanced) in ELA and Math Grades 4-8.
2. Growth or achievement for student subgroups (SWD, ELL) on State assessments in ELA and Math Grades 4-8.
3. Growth or achievement of students in ELA and Math (Grades 4-8) starting at specific performance levels (e.g., Level 1, Level 2) on State or other assessments.
4. SLOs (if principals do not have a State approved growth or Value-Added measure for Growth subcomponent) used with any State, approved 3rd party, or district, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms.
5. Student performance on any District-wide locally-selected assessments approved for use in teacher evaluations.

Keep in Mind:

- 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.



Step 4b: Select local measures of student achievement for all principals in same or similar programs or grade configuration (high schools) across District or BOCES.

Does the District already have a comparable assessment measure of student achievement or growth that is currently in use across all programs or grade configurations in the District or BOCES that it wishes to use?

No

Yes

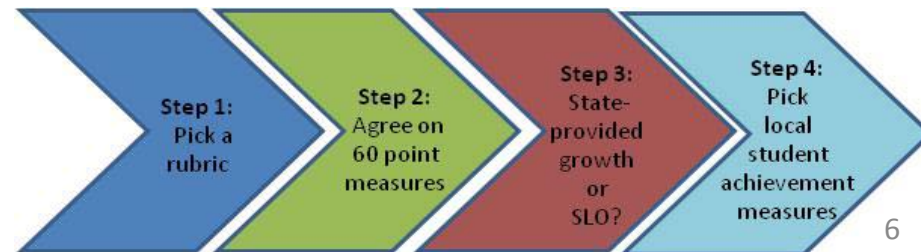
You're done with Step 4b. Local measures will count for 20% (for applicable principals, this will decrease to 15% after a Value-Added measure is approved).

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

1. Percent of cohort achieving specified scores on Regents exams, AP, IB, or other Regents-equivalents.
2. Graduation rates (4, 5, 6 years) and/or dropout rates.
3. Graduation % with Advanced Regents designation and/or honors.
4. Credit accumulation (e.g., 9th and 10th grade) or other strong predictor of progress toward graduation.
5. SLOs (if principals do not have a State provided growth measure for Growth subcomponent) used with any State, approved 3rd party, or district, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms.
6. Student performance on any District-wide locally-selected assessments approved for use in teacher evaluations.

Keep in Mind:

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- Please see: <http://engageny.org/resource/student-learning-objectives/> for materials related to SLOs.
- Collective bargaining considerations.



Getting Started Planning Template: District Plan

Decisions for Principals in Programs/Schools Covered by Growth/Value-Added Measures		District Plan	Planning Considerations/Next Steps
60% Other	Principal practice rubric		
	Assessment of leadership and management actions	# points	
	Other measures (i.e., goals) and at least 2 other sources of evidence	# points to teacher effectiveness goal Other goals? What two sources of evidence are included in goals?	
Growth (20% increasing to 25% after Value-Added model is approved)	STATE PROVIDES RESULTS OF STUDENT GROWTH/VALUE-ADDED MEASURE ELA/MATH 4-8, REGENTS ASSESSMENTS AND/OR GRADUATION RATES (and any additional grades/subjects, as measures become available)		
Local Measure (20% reducing to 15% after Value-Added model is approved)	Locally selected measures		

Getting Started Planning Template: District Plan

Decisions for Principals in All Other Programs/Schools		District Plan	Planning Considerations/Next Steps
60% Other	Principal practice rubric		
	Assessment of leadership and management actions	# points	
	Other measures (i.e., goals) and at least 2 other sources of evidence	# points to teacher effectiveness goal Other goals? What two sources of evidence are included in goals?	
Growth (20%)	<ul style="list-style-type: none"> • All programs/schools: SLO with school-level results from State assessment or Regents Equivalents (if one exists). • For all other programs/schools (if no State assessment exists): SLO with State-approved 3rd party assessment; District, regional, or BOCES developed assessment. 		
	Locally selected measures		

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 (PIPs)
- Appeals procedures

See Guidance:

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