



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Educator Evaluation Updates

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NYSED Office of Educator Quality and Professional Development

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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?

- 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 great teachers and leaders.
- Therefore, we must develop systems and structures that improve the quality of our educator workforce and support educator recruitment and retention.

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

Extending the Reach

Preparation

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

Equitable Access

Recruitment and Placement

- 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

Improved Student Outcomes

Professional Development and Growth

- 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.

Retention of Effective Educators

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

Educator Effectiveness Framework

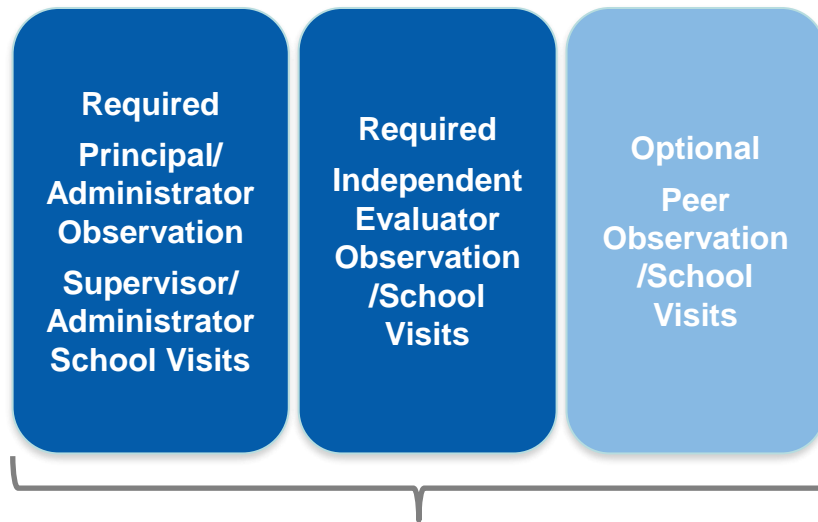


Education Law §3012-d

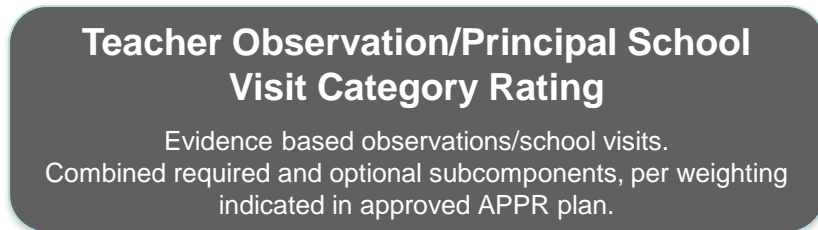
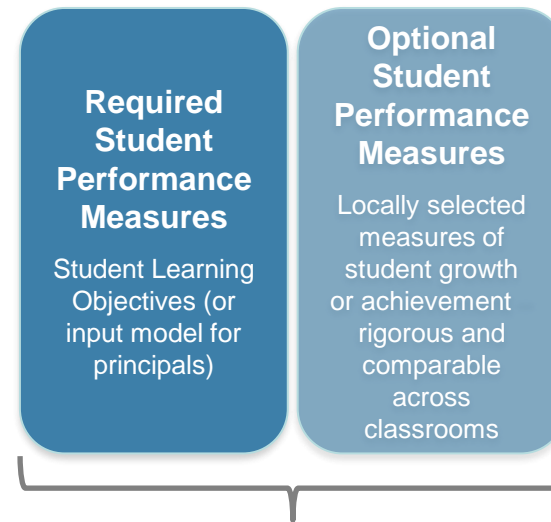
Components of the APPR Evaluation System

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

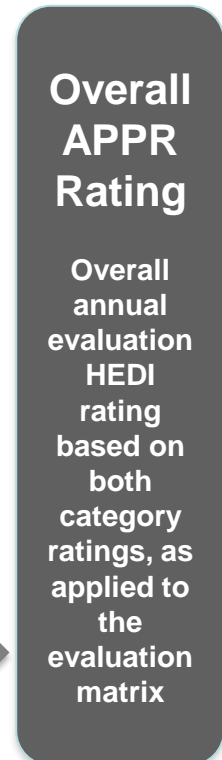
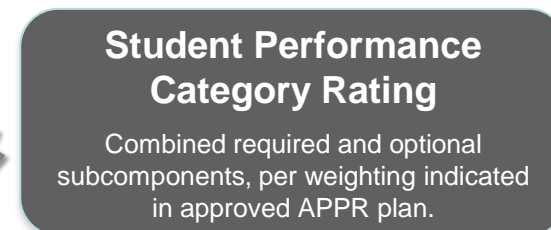
Educator Practice



Student Learning



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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 |

2021-22 School Year Evaluations

- Absent legislative action or executive order, LEAs must implement Department-approved evaluation plans for the 2021-22 school year.
- NYSED amended its regulations last December to allow LEAs to submit a COVID-related variance for implementation in the current school year after the December 1st deadline.
- Variances were originally designed to allow LEAs flexibility to implement new and innovative evaluation measures.
- For the 2021-22 school year, variances are also allowed to be submitted to make COVID-related changes to approved evaluation plans.
 - There is a separate COVID-related variance application for this year that is easier to complete than last year's form.

Trends in Evaluation Variance Submissions

- **Student Performance**
 - **Adjusting assessments**
 - Concerns around remote administration of assessments
 - Concerns around measuring student growth this year using traditional assessments
 - **Adjusting SLO parameters**
 - Student populations
 - Baseline data
 - Defining “one year’s expected growth”
 - **Moving from SLOs to input models**
 - **Adjusting scoring criteria/HEDI ranges**

Trends in Evaluation Variance Submissions

- **Observations**

- **Adjusting the minimum number of required observations**
 - Differentiating between groups of teachers
 - Leaving room for rubric-based conversations that are non-evaluative
- **Eliminating unannounced observations**
 - Scheduling/logistic difficulties for remote teachers
- **Eliminating independent evaluators**
 - Health/safety concerns
- **Adjusting domains/subcomponents of practice rubrics used for evaluation**
- **Protocols for observations of teachers in remote learning environments**
- **Adjusting scoring criteria/HEDI ranges**

Input Model for Evaluation

- **In an input model, effectiveness is measured by the actions educators take to improve student performance and to achieve set goals.**
 - **Educators are evaluated based on evidence of educator practice related to the Teaching Standards/Leadership Standards that impacts student growth.**
 - **SLOs for educators, on the other hand, tie evaluation results directly to student growth outcomes on assessments.**
 - **The input model allows educators to play a more active role in their own professional learning, growth, and development.**
 - **The input model for teachers is available through the variance application process, and for principals through a material change to the evaluation plan.**

Why Choose an Input Model?

- Values the relationship between effective pedagogy/school leadership and student learning outcomes without reducing that relationship to a test score.
- Educators clearly understand, beforehand, the practices that result in a highly effective, effective, developing, and ineffective rating and actively participate in collecting evidence to demonstrate their effectiveness.
 - Can be aligned with existing opportunities for personalized professional learning
- Allows for the use of multiple sources of evidence to inform the evaluation result.
 - Does not have to be a 'one size fits all' measure
- Creates stronger alignment between district/school level goals for teaching and learning and the way educators are evaluated.

Steps for Creating an Input Model

- **Step 1 – Conduct a needs assessment**
 - Leverage existing building or district level goals for student success
- **Step 2 – Define focus areas for educator practice**
 - Identify the actions and expectations for what educators will do in serve of those goals
- **Step 3 – Define the criteria for success**
 - Articulate what success looks like along the HEDI continuum
- **Step 4 – Provide tailored professional learning opportunities**
 - Assess the educator’s practice and provide opportunities for professional growth

Questions?

Evaluation Questions: EducatorEval@nysed.gov

SLO Questions: SLOHelp@nysed.gov

Variance Questions: EvalVariance@nysed.gov

Resources for Educator Evaluation Plans are also available on the [Office of Educator Quality and Professional Development](#) website.