



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

NYSED Evaluation Workgroup

Session #1: Appropriate Purposes and Uses for Evaluation

Welcome!

APPR Timeline

Timeline

New York State's Evaluation System

2010:

- Governor signs Chapter 103 of the Laws of 2010; adding §3012-c, which establishes a comprehensive evaluation system for teachers and principals, effective July 1, 2010.
- USDE announces that New York is selected for a RTTT award of approximately \$700M.

2011-12:

- First year of State-provided growth score results for all 4-8 ELA and math teachers and their building principals.
- Evaluations for teachers and principals are conducted in some NYS districts (e.g., School Improvement Grant and Teacher Incentive Fund recipients).
- Evaluation Law is revised. Governor signs the bill into law on March 27, 2012 (Chapter 21 of the Laws of 2012). Board of Regents adopts emergency regulations to conform to the major 2012 legislative changes.

2012-13:

- All NYS districts must have an approved APPR plan by January 17, 2013 or risk state aid increases.
- Evaluations for teachers and principals are done in all districts except for NYC. NYC is required by law to have a State-imposed evaluation plan.
- Legislature further amends the Evaluation Law (Part A of Chapter 57 of the Laws of 2013).

2013-14:

- Second year of evaluations for all districts in NYS, except NYC. First year for NYC.
- Legislature further amends the Evaluation Law (Chapter 56 of the Laws of 2014)

Timeline

New York State's Evaluation System (cont.)

2014-15:

- Governor signs Chapter 56 of the Laws of 2015, establishing a revised evaluation system for teachers and principals (Education Law §3012-d).
- All districts are required to have an approved APPR plan under the new statute by November 15, 2015 or to have an approved Hardship Waiver.

2015-16:

- 18% (n=122) of districts have approved plans under Education Law §3012-d; 82% (n=567) remain under Education Law §3012-c with an approved Hardship Waiver.
- All districts must have an approved APPR plan under Education Law §3012-d by December 31, 2016.
- At its December meeting, the Board of Regents adopts a transition period during which time the results of the grades 3-8 ELA/math State assessments and any State-provided growth scores are to be used for advisory purposes only. Separate transition evaluations that exclude these measures will be provided to affected educators.

2016-17:

- First full year of implementation of Education Law §3012-d.

2017-18:

- Second full year of implementation of Education Law §3012-d.
- Commissioner's APPR Survey released to field.
- On November 5, 2018, Board of Regents announces additional one-year extension of APPR Transition Period (through June 2020).

Regulations will be brought to Board of Regents at its December meeting.

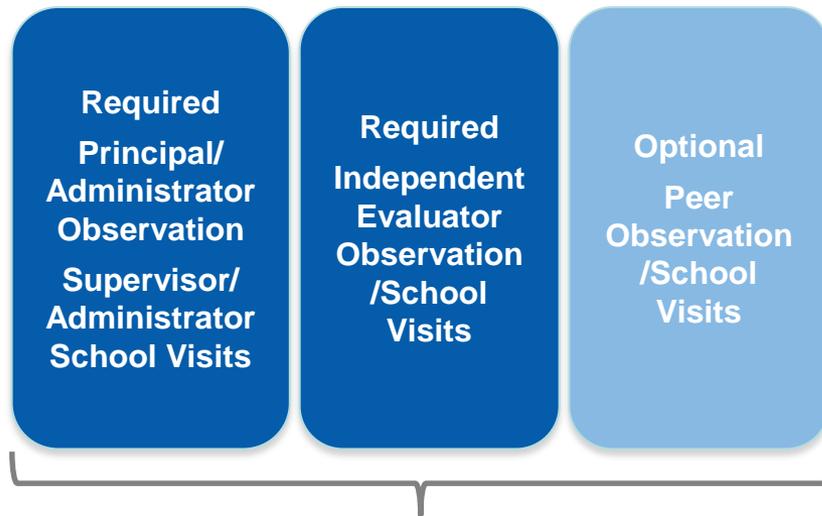
Education Law §3012-d APPR Components

Education Law §3012-d

Components of the APPR Evaluation System

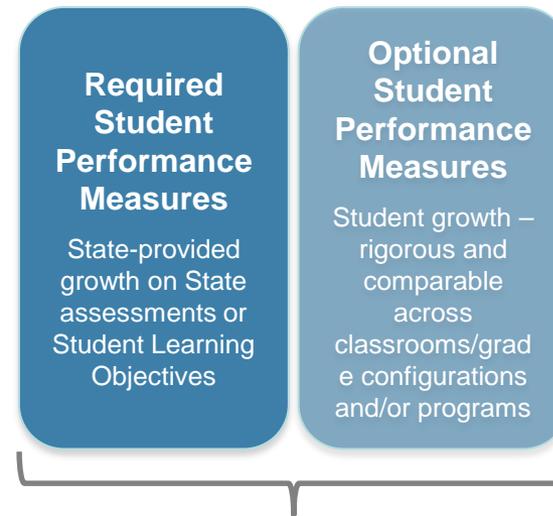
- Evaluations include educator practice and student learning measures
- Measures result in a single overall educator effectiveness rating

Educator Practice



Teacher Observation/Principal School Visit Category Rating
Evidence-based observations/school visits.
Combined required and optional subcomponents, per weighting indicated in approved APPR plan.

Student Learning



Student Performance Category Rating
Combined required and optional subcomponents, per weighting indicated in approved APPR plan.



Overall APPR Rating

Overall annual evaluation HEDI rating based on both category ratings, as applied to the evaluation matrix

Education Law §3012-d

Components of the APPR Evaluation System

- The overall APPR rating is determined by the statutory matrix:

		<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

Overview of APPR Transition Period Regulations (2015-16 through 2018-19 school years)

**The Governor's Common Core Task Force
“unanimously affirms the importance of adopting and
maintaining high educational standards and rigorous
performance measures to increase the competitive
standing of, and therefore the opportunities for, all our
students.”**

Richard Parsons, Chair, Common Core Task Force

Many of the recommendations in the Task Force report reflect areas the Board and Department have discussed and are taking action on.

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- **The Task Force’s charge did not include teacher and principal evaluation. However, as discussed, the Task Force advanced a recommendation stating “results from assessments aligned to the current Common Core Standards, as well as the updated standards, shall only be advisory and not be used to evaluate the performance of individual teachers and students.”**
 - **Reflective of statewide stakeholder input.**

For teachers and principals, the regulations:

- **Ensure that there will be no consequences for teachers and principals related to 3-8 ELA and mathematics state assessments and no growth score on Regents exams until the start of the 2019-2020 school year.**
- **Prohibit the use of results from the 3-8 state assessments for use in evaluating the performance of individual teachers, principals or students.**

-
- **Provide for a four year transition period for annual professional performance reviews (APPRs) while the State completes the transition to higher learning standards.**
 - **During the transition period, transition scores and HEDI ratings will replace the scores and HEDI ratings for teachers and principals whose HEDI scores are based, in whole or in part, on State assessments in grades 3-8 ELA or mathematics (including where State-provided growth scores are used) or on State-provided growth scores on Regents examinations until the State's new system is fully phased in.**
 - **For purposes of public reporting of aggregate data and disclosure to parents on request the original composite score and rating and the transition composite score and rating must be reported with an explanation of such transition composite score and rating.**

Why are we here?

Role of evaluation workgroup

- **Create recommendations on educator evaluation to**
 1. **Guide implementation**
 2. **Inform policy, regulations, and/or legislative changes**
- **Meeting dates**
 1. **Friday, November 16, 2018: Overall evaluation system**
 2. **Thursday, January 10, 2019: Student performance measures**
 3. **Thursday, March 7, 2019: Observation and other measures**

Why are we here?

Role of evaluation workgroup

- **Webinar dates**
 - 1. December 20, 2018: Webinar Session #2**
 - 2. February 14, 2019: Webinar Session #3**
 - 3. March 27, 2019: Final Webinar**

Why is Westat here?

- **Facilitate workgroup meetings**
- **Serve as thought partners**
- **Provide summaries of workgroup discussions and recommendations**

Let's Play Ball!

- **Say hello!**
 - **Name**
 - **LEA/Organization**
 - **Role**
- **Establishing norms for the day**

Session #1 Objectives

- 1. Share roles of the NYSED Evaluation Workgroup**
- 2. Provide feedback and recommendations on purpose and use of evaluation system**
- 3. Understand intended purpose and use of evaluation**
- 4. Discuss and give feedback on each component of evaluation system to inform future meetings**
- 5. Learn about personalized PD and its connection to evaluation system**
- 6. Discuss how data informs personalized PD**
- 7. Share thoughts on perceptions and uses of personalized PD**
- 8. Discuss next steps**

Agenda

Time	Activity
9:00	Welcome and introductions
9:45	Consider purposes and uses of evaluation
10:30	Reflect on experiences with evaluation and identify focus areas for future meetings
11:30	Lunch
12:30	Discuss personalized PD and data sources
2:45	Share next steps

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Partner Conversations and Share Out (12 min)

- In your ideal evaluation system – conceptually, what would be the most important purpose? What would be the most important use?

Current Evaluation System (8 min)

Two major purposes

1. Employment decisions
2. Teacher and principal development

Current Evaluation System

- **What does the legislation say?**
 - **Evaluation system = Student performance + Observation**
 - Student performance – Must use state-provided growth score, if available; otherwise, student learning objective
 - *Note optional second subcomponent may be used*
 - Observation – Conducted by supervisor and trained evaluator external to the school
 - *Note option to use trained peer rated effective or higher*
 - **Weighting and scoring ranges of components – Must be transparent at the beginning on the school year**
 - **Matrix – Must be used to determine composite score**
 - **Prohibited elements – Cannot be used in evaluation system**
 - **Student assignments – May not assign a student to two ineffective teachers for two consecutive years**

Group Discussion (15 min)

- **Overarching question: How do your experiences with the evaluation system match the legislation's description?**
 - **Think about the formal and informal ways the evaluation system has shaped your experiences as an educator in NY. At the administrator level, how has this impacted any employment decisions?**
 - **How have your evaluations played a role, either formally or informally, in shaping your professional learning plans?**
 - **What other components do you think should be a part of an evaluation system?**

Group Discussion (10 min)

- **In your ideal evaluation system – what would you add or change about:**
 - The overall system purpose
 - The use of data from the system
 - The system itself (components, processes, etc.)
 - *Note: Future discussions and recommendations will be grounded by the shared agreement related to these*

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The Nitty Gritty of the Evaluation System: Group Conversation (15 min)

- **From your own experiences, how has your region/district/school implemented the evaluation system? Think about:**
 - **How the new system was communicated and rolled out**
 - **Who was involved in each phase of design and rollout**
 - **How staff were trained**

Note: This conversation should focus on the whole system, as we will have 30 minutes for table conversation to talk more specifically about observations and student performance.

Table Talk Part 1: Observations (15 min)

What issues or decision points would you like the Evaluation Workgroup to discuss and provide recommendations on related to the evaluation system's use of OBSERVATIONS?

Consider your thoughts on:

- **The role of
 - Trained administrators
 - Independent trained evaluators
 - Trained peer teachers**
- **Training for observers and staff observed**
- **How data are used**
- **Follow-up**

Table Talk Part 2 (15 min)

What issues or decision points would you like the Evaluation Workgroup to continue to discuss and provide recommendations on related to the evaluation system's use of STUDENT PERFORMANCE?

Consider your thoughts on:

- **State-provided growth scores**
- **Student learning objectives**
- **Locally selected measures of student growth**

Let's Share (15 min)

- **Share one issue or decision point that your table discussed to have the Evaluation Workgroup continue to collaborate on and provide recommendations on related to the evaluation system's use of**
 - **Observations, and**
 - **Student performance**

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Personalized Professional Development Plans

Learning Outcomes

- Increase participant's understanding of personalized professional development plans.
- Provide relevant research in order for participants to gain a better understanding of the benefits of personalized professional development plans.
- Explore a variety of data types that may be factored when constructing personalized professional development plans.

The premise of andragogy (adult learning theory) tells us that adults want to have professional development opportunities that work for their individual learning styles, delivered in a timely fashion, fully supported in the implementation of the learning and not in a “one shot” approach.



Personalizing Professional

Dr. Ma

Overview Of Personalized Professional Learning Plan

Research shows that when it is well designed and well implemented, professional learning has the power to strengthen practice and improve student learning.

January 2017 | A New Vision for Professional Learning Learning Forward EducationCounsel

Questions To Consider



ESSENTIAL QUESTIONS FOR PROFESSIONAL DEVELOPMENT:

1. Why is professional development important?
2. How do we make professional development meaningful to each individual?
3. How do we ensure that we are meeting the needs of the diverse learning styles of the adults?
4. How do we create a safe environment for risk-taking, collaboration, and support for adult learning?

Questions To Consider



ESSENTIAL QUESTIONS FOR PROFESSIONAL DEVELOPMENT:

5. How do we continue to learn and grow to keep adapting and evolving in the professional development arena for the adult learners?
6. How do we ensure that all professional development is based on the needs of the whole child?
7. How do we ensure that professional development aligns with the goals of the district and schools?

Personalized Learning Plan Components

- Multiple methods of teaching
- Development of professional knowledge and skills
- Focus on strengths and weaknesses
- Deepening understanding both content and research based approaches to teaching

Personalized Learning Plan Components

- Recognizes teachers as professionals
- Promote individualized improvement
- Must be learner centered
- Opportunity for feedback

Factors to Consider in Developing Personalized Development Plans

- Learning climate and culture
- Structure and content of the professional learning
- Timing, duration, and frequency of professional learning
- Use of feedback and data

What It's Not

- One shot professional development
- One shoe fits all
- Evaluative
- An "I got you"





Round Table Activity



What The Research Says

Enables educators to directly explore, discover, and adapt strategies needed to meet their individual needs.

It allows educators to practice new instructional strategies, and apply new knowledge immediately in a classroom-based, or embedded learning environment, to address adult learning needs.

"What is Personalized professional Learning?"
By Kristi Meeuwse and Diane Mason June 28, 2017

Advice To Adult Learners

- Set a cooperative learning climate.
- Create mechanisms for mutual planning.
- Arrange for a diagnosis of learner needs and interests.
- Enable the formulation of learning objectives based on the diagnosed needs and interests.
- Design sequential activities for achieving the objectives.
- Execute the design by selecting methods, materials, and resources.
- Evaluate the quality of the learning experience while re-diagnosing needs for further learning.

Adapted from: Knowles, M. (1970). *The Modern Practice of Adult Education: From Pedagogy to Andragogy*.



Levels for Consideration when Evaluating Personalized Professional Development Plans

LEVELS	PURPOSE	BENEFITS
REACTION	Measures how those who participate in professional development programs react to it	<ol style="list-style-type: none"> 1. Helps improve future training. 2. Creates trust in participants. 3. Quantitative information useful to managers during Observation Feedback 4. Establishes standards of performance
LEARNING	This level determines if the professional development program has: changed attitudes; improved knowledge; increased skills.	<ol style="list-style-type: none"> 1. Measures effectiveness of instruction. 2. Measures specific learning (information, attitudes, skills). 3. Results = changes in instruction
CHANGE IN BEHAVIOR	Determines the extent to which behavior has changed as a result of the professional development program	<ol style="list-style-type: none"> 1. Intrinsic rewards: self-esteem, empowerment if successful. 2. Extrinsic rewards: praise, promotion, salary .
RESULTS	What final results occurred because participants attended the professional development program?	<ol style="list-style-type: none"> 1. Measurable increases in quality: teamwork; morale, safety.

Using Data To Inform Personalized Professional Learning Plans



Data-driven includes using a variety of sources and types of student, educator, and system data to identify learning needs, set goals, plan, assess, and evaluate professional learning, preferably in a cycle of ongoing learning and improvement.

Types Of Student Data

- Student growth
- Student surveys





Types of Assessment Data

- Formative
- Common assessments
- State
- Performance based assessments

Types Of Instructional Practice Data

- School-wide growth
- Deliberate practice
- Results based on teacher performance
- Specific topics within the evaluation rubric

Types Of Content Standard Data

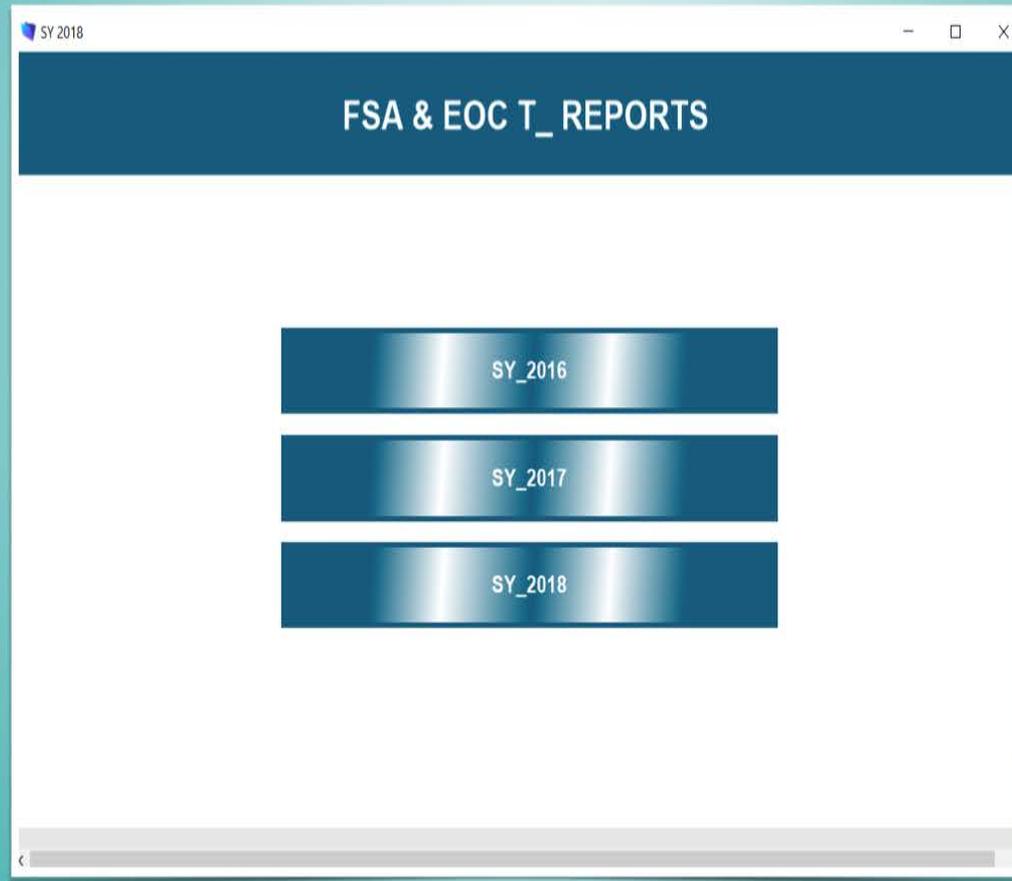
- Tested categories
- Trend Data



Potential Elements for Personalized Professional Development Plans

- Define specific standard-based goals
- Time period (such as 12-month)
- Identify areas that can exhibit growth

Using Data To Drive Personalized Learning Plans



Algebra 1 2018 Report by Cadre Director

(<30%)

LEGEND	
Algebra 1_Read_Scale_Score	
Level 1	425-486
Level 2	487-496
Level 3	497-517
Level 4	518-531
Level 5	532-575

LEGEND	
Algebra 1_Ach_Level_Mean (2 Groups)	
3+	- 3, 4, 5
<3	- 1, 2
Mean Percentage Earned by Content Area	
Red Cells	- Lower than 30%
Green Cells	- Higher than 70%

FIND		HOME	
Number of Teachers (531)			
5	4	7	
Percentage of Assessment			
41%	40%	19%	
Algebra and Modeling	Functions and Modeling	Statistics and the Number System	
Mean % Earned by Content Area			

Cadre
 Director School# School P# Teacher Name Course Title

Class Enrollment
 ALGEBRA 1_Scale_Score
 _mean
 ALGEBRA 1_Ach_Level
 _mean 1-5

	00098831		ALGEBRA 1 HON	22	485.64	<3	21%	32%	15%
	00098831		ALGEBRA 1 HON	36	523.50	3+	53%	58%	31%
	00098831		ALGEBRA 1 HON	118	513.69	3+	46%	46%	23%

FIND

LEGEND
ALGEBRA 1

Level 1	425-486
Level 2	487-496
Level 3	497-517
Level 4	518-531
Level 5	532-575

Algebra 1 2017 Report by Cadre Director

Number of Algebra 1 Teachers (333)

(Red <30%)	3	3	3
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Mean Points Earned by Content Area

Algebra_1_AchLevel_mean	Algebra and Modeling	Functions and Modeling	Statistics and the Number System
Number of Points Possible			
1-5	41%	40%	19%

Cadre

Director School# School P# Teacher Name Course Title

Class Enrollment

ALGEBRA_1_ScaleS core_mean

00108821		ALGEBRA 1	91	499.77	2.56	31%	31%	22%
00098831		ALGEBRA 1 HON	86	521.35	3.77	53%	47%	33%

FIND

LEGEND
ALGEBRA 1

- Level 1 425-486
- Level 2 487-496
- Level 3 497-517
- Level 4 518-531
- Level 5 532-575

Algebra 1 2016 Report by Cadre Director

Number of Algebra 1 Teachers (381)

(Red <30%)	0	0	1
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Mean Points Earned by Content Area

Algebra_1_AchLevel_mean	Algebra and Modeling	Functions and Modeling	Statistics and the Number System

Number of Points Possible			
1-5	40.5%	40.5%	19%

Class Enrollment

ALGEBRA_1_Scales
core_mean

Cadre Director School# School P# Teacher Name Course Title

00098831		ALGEBRA 1	70	510.74	3.23	37%	32%	28%
00098831		ALGEBRA 1 HON	60	525.57	3.97	53%	43%	41%

Potential Elements for Personalized Professional Development Plans

- Timeline for achieving growth
- Manner in which growth will be assessed
- Activities to support growth in identified areas
- Artifacts that serve as benchmarks of growth

Potential Elements for Personalized Professional Development Plans

Final Stage should include:

- Meeting with supervisor
- Outline of Additional support
- Review plan and artifacts

Guided Discussion

What recommendations would you recommend to improve both the perception and effectiveness of personalized professional development plans?

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