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Our Students. Their Moment.

Teacher Evaluation Roadmap

2011-12



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Step 1: Select a teacher practice rubric form the State-approved list or apply for a variance

Does the district already use a rigorous rubric for teacher evaluation?

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.

More information about the rubric variance process: <http://usny.nysed.gov/rttt/teachers-leaders/rubricvariance/>

Choose one of the following rubrics:

1. Danielson's Framework for Teaching
2. Marzano's Causal Teacher Evaluation Model
3. NYSTCE Framework for the Observation of Effective Teaching
4. NYSUT Teacher Practice Rubric

The list of rubrics can be found here and will be updated as 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.
- None of the currently approved rubrics 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 1:
Pick a
rubric

Step 2:
Agree on
60 point
measures

Step 3:
Pick
local
student
achievement
measures

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 40 of 60). Are there any points left?

Yes

You're done with Step 2.

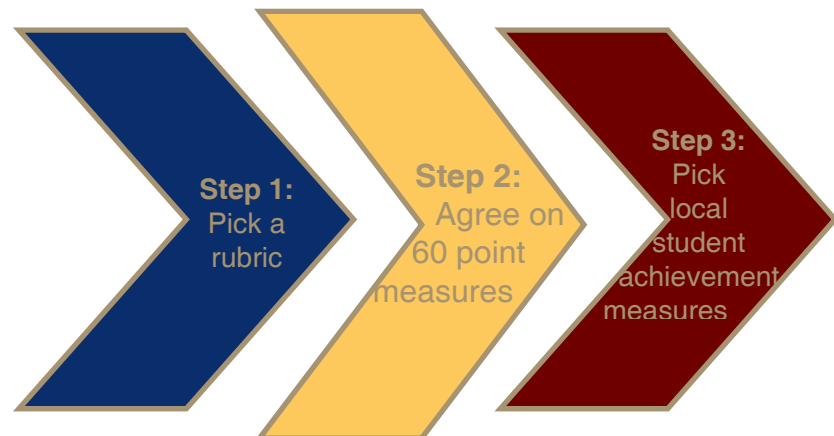
No

Choose one or more of the following other measures of teacher practice:

1. A portfolio or evidence binder (student work or teacher artifacts)
2. Feedback from students, parents, and/or other teachers using a survey
3. Professional growth goals using self reflection (maximum of 5 points)

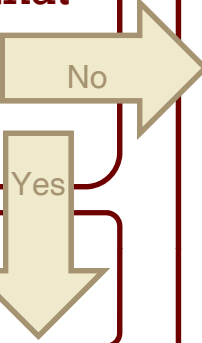
Keep in Mind:

- Multiple observations must be conducted by principals, or other trained administrators.
- Other trained evaluators may conduct observations within the portion of points assigned to classroom observation including independent observers or peer evaluators.
- 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).
- All standards must be assessed. Any standards not addressed in classroom observation will need to be assessed at least once a year.
- Collective bargaining considerations.



Step 3: Select local measures of student achievement

Does the district want to select a comparable assessment measure of student achievement or growth that is currently in use across all classrooms in their grades 4-8 ELA/Math?



You're done with Step 3.

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

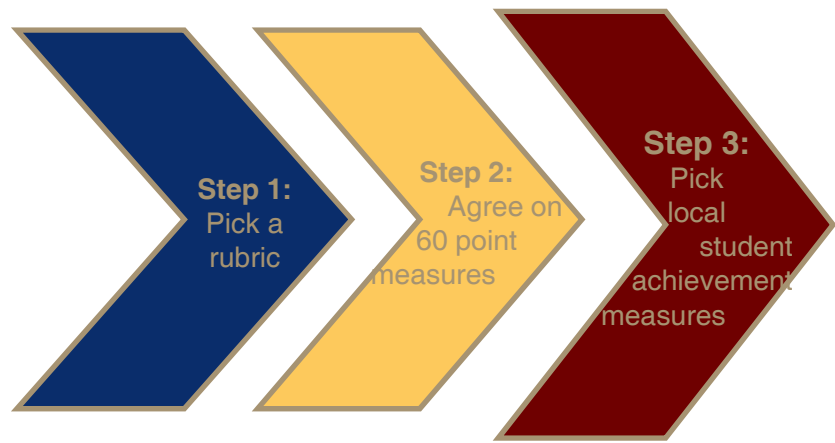
1. Pick an assessment from the list of State-approved 3rd party, State or Regents-equivalents
2. Use a district or BOCES-developed assessment
3. Set a school-wide, group or team metric based on the State or an allowable local assessment;
4. Use a district-wide goal-setting process with the State, local or school assessment.

The list of assessments can be found in the appendix and here:

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

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 their own 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.
- The State will provide a framework to facilitate the growth goal-setting process.
- Collective bargaining considerations.



Template: District Plan

Decisions for Teachers in Grades 4-8 ELA/Math		District Plan	Planning Considerations/Next Steps
60%	Teacher practice rubric		
Other	Classroom observations		
	Other measures, tools (e.g., surveys)		
	Allocation of 60-point section		
Local Measure (20%)	Locally selected measures		
Growth (20%)	STATE PROVIDES FOR ELA/MATH 4-8		

Other Local Decisions

Training for all evaluators

- Certification for lead evaluators
- Subcomponent and overall scoring
- Improvement plans
- Appeals procedures (e.g., NYSED model appeals procedure in guidance)

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

Appendix: List of State-Approved 3rd Party Assessments Suitable for Grades 4-8

- Explore: 8-9 ELA, Math, Science
- ReadStep: 8 – ELA, Math
- i-Ready Diagnostic Assessment: K-8 ELA, Math
- Acuity: 3-8 ELA, Math
- Terra Nova: K-12 ELA, Math, Science, Social Studies
- Measures of Academic Progress: 2-12 ELA, Math
- Performance Based Task Assessment: 3-12 ELA, Math, Science, Social Studies
- STAR Reading Enterprise: K-12 Reading skills
- STAR Math Enterprise: K-12 Math skills
- The Iowa Tests: K-12 ELA, Math, Science, Social Studies, Other
- Performance Series: 2-12 Reading, 2-9 Math, 2-8 ELA, Life Science and Inquiry