

APPR UPDATE



NYSSMA Winter Conference

Rochester, NY
December 2, 2011

Dr. Joel Ratner
jratner@bufsd.org

District Coordinator of Music, Brentwood Schools
Member, "Regents Task Force For Teacher and Principal Effectiveness"

© Joel Ratner, December 2, 2011

What will we try to accomplish today?



Today's Collaboration

- Scope of membership on “Task Force for Teacher and Principal Effectiveness
- A few APPR Basics
- 20% state component – (SLO)
- 20% local and 60% other measures
- Final ideas
- Discussion



January to December

- Monthly Meetings in Albany including meeting with Commissioner(s) of NYS Education Dept.
- Numerous 90 minute conference calls.
- Task Force Presentation to Board of Regents with May adoption of APPR plan.
- Board of Regents adoption of APPR plan in May.
- Task Force Continues throughout 2012

APPR

Annual Professional Performance Review

100.2 NYS Education Dept. Commissioner's Regulations

NYS Education Law #3012-C (May 28, 2010)

- July 1, 2011 start for ELA and Math, grades 4 – 8, teachers and supervising Principals
- Subject to begin in districts with new contracts on or after July 1, 2010
- July 1, 2012 start for all other teachers and Principals. Subject to contract/local negotiations.

Four Scoring Bands for Assessment

(Tied to “Race to the Top” funds)
NYS Education Law 3012C

HEDI

- Highly Effective
- Effective
- Developing
- Ineffective



Assessment Component Percentages For Teachers and Principals



- 20% Student Growth on State Assessment
- 20% Local Selected Measures
- 60% Other measures, including observations

Evaluation Implications



Teachers or Principals who receive two consecutive “Ineffective” ratings can be brought up on charges within an expedited 3020A hearing.

However, School districts do not have to create charges.

20% State Component (non-tested areas)

“For all other grades/subjects, the district must use the growth goal-setting process”

“Districts will be required to assign 0-20 points to each educator based on the students’ results compared to the targets set in the goal-setting process”.



SLO

What is a Student Learning Objective?

A student learning objective is an academic goal for a teacher's students that is set at the start of a course.



An SLO Must Be:

- Specific
- Measurable
- Based on prior learning data
- Aligned to standards (state, national, common core)
- Aligned with district goals or priorities

Basic Elements of an SLO

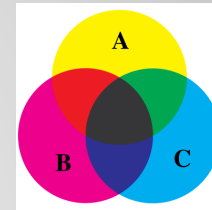
- Student Populations: Who?
- Learning Content: What?
- Interval of Instruction: How long?
- Evidence: Assessment?
- Baseline: Starting level?
- Target and Hedi Criteria: Assign HEDI?
- Rationale: Why is this SLO important?

To Accompany SLO:

1. Assessment from the list of State-approved student assessments
2. District, regional or BOCES-developed assessments, provided that the district or BOCES verifies comparability and rigor
3. School-wide, group, or team results based on state assessments.
4. **School- or teacher-created assessments.**

Some SLO Components

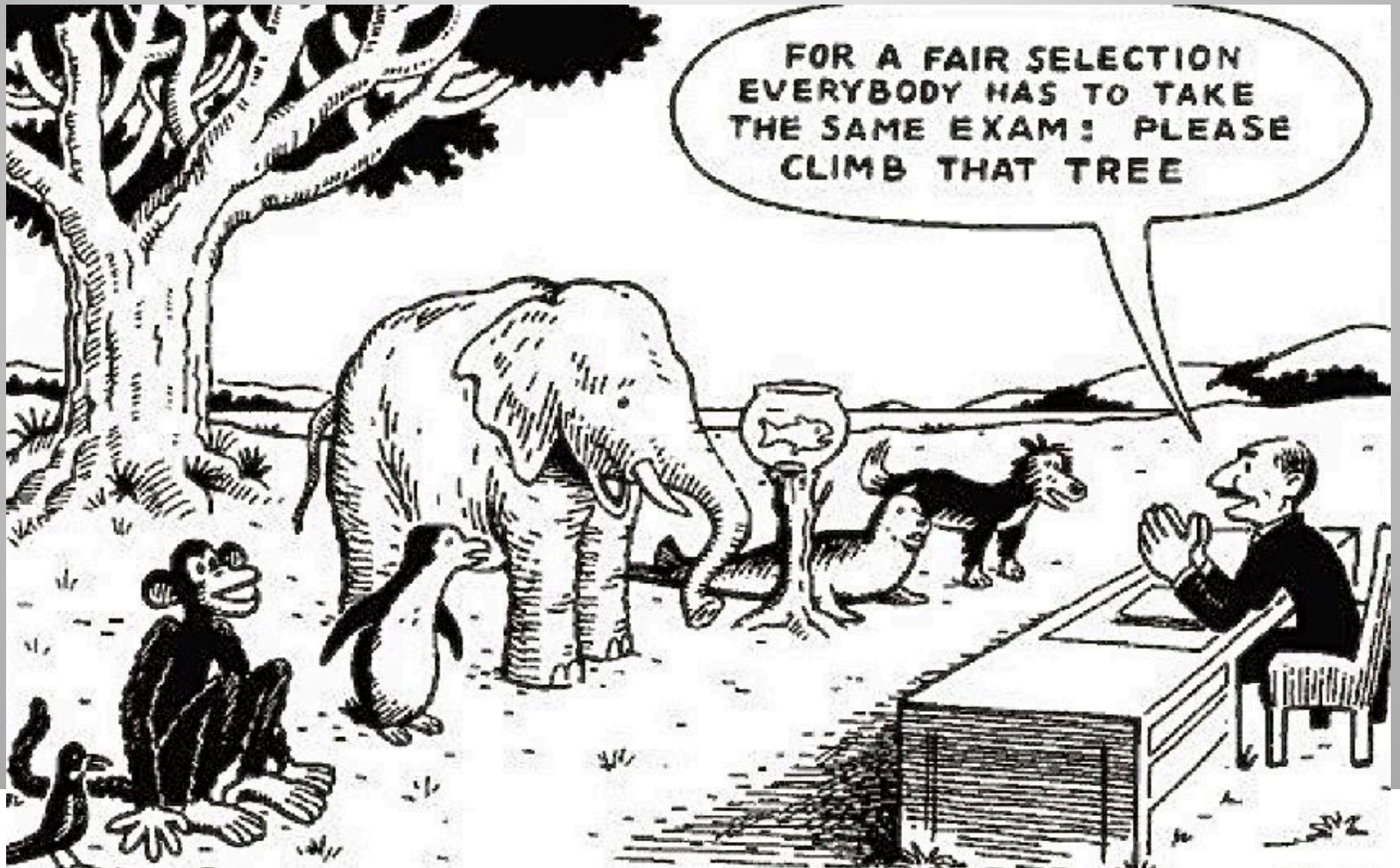
- A collaborative, local process
- Multiple SLO for teachers, tbd
- Must cover 50% or more students
- Templates and work kits will be available from SED



Can ELA Test Scores be used for Music and Art Teacher evaluations?

- **How is this really fair?**
- **Can schools really use this?**

Should we create one-size-fits-all tests?

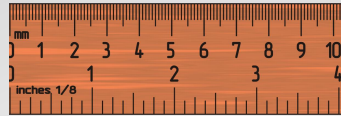


Should we create tests on the state or regional level?

Some Considerations:

- Is there a state or regional standard for seat time, budgets, professional development opportunities, student/teacher ratio, lessons, etc.?
- Do we want to keep local control or offer control to outside sources?
- High stakes environment, sharing of scores in media

20% Local Measures



- “In the case where there is no state-provided growth measure and the district must determine growth using a goal-setting process, may they use the same growth measure for the locally selected measures subcomponent”?

“There are several options for locally selected measures.... *the choice of whether to use student growth for both is a local decision*”.

60% Other Local Measures

- Must be at least 40% based on classroom observations
- Multiple classroom observations, 2 or more
- Can be the total 60%
- Teacher personal goals: 5% maximum
- Other components can be reflections, surveys, etc.



Subcomponent and Composite Ranges 2011-12

Level	20% State	20% Local	Other 60%	Overall Score
Ineffective	0-2	0-2	Locally Determined	0-64
Developing	3-11	3-11	Locally Determined	65-74
Effective	12-17	12-17	Locally Determined	75-90
Highly Effective	18-20	18-20	Locally Determined	91-100

Who Should Evaluate for APPR?

- Lead Evaluator
- Evaluators



Principals, Assistant Principals, Directors?

Training is required

BOCES: In-District, Out-of-District

Where do we go from here?

Nassau – Suffolk County NYSCAME Collaborative



RFQ

Request for Qualifying Organizations

Music, Art, Dance, Theater Collaboration

Questions, Comments, Discussion?

Dr. Joel Ratner

District Music Coordinator
Brentwood Public Schools

jratner@bufsd.org

631-434-2338



Member, Regents Task Force for Teacher and Principal Effectiveness

© Joel Ratner, December 2, 2011