



# New York State Teacher Evaluation

## ...and the School Librarian

John P. Brock  
Associate in School Library Services  
Educational Design and Technology  
New York State Education Department



# Evaluation System Design Principles

**NY's Evaluation System follows these design principles:**

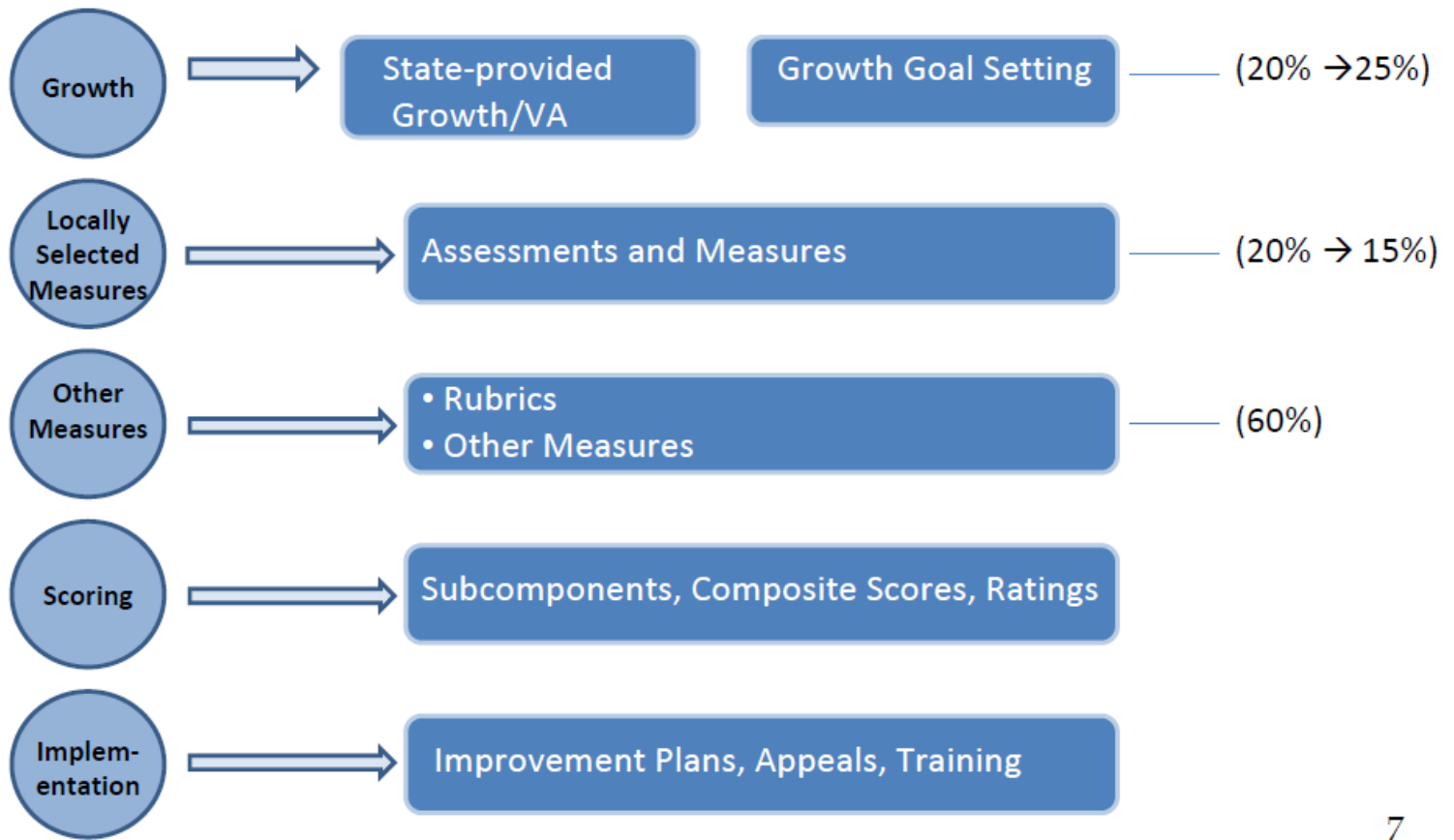
1. Annual evaluations for all
2. Clear, rigorous expectations for instructional excellence, prioritizing student learning
3. Multiple measures of performance
4. Multiple ratings: 4 performance levels to describe differences in teacher effectiveness
5. System should encourage regular constructive feedback and ongoing development
6. Significance: results are a major factor in employment decisions

# Implementation Timetable

Year	New Evaluation Law applies to:
2011-12*	<ul style="list-style-type: none"><li>• Teachers Grades 4-8, ELA and Math (including common branch teachers who teach ELA or mathematics), and their building principals</li><li>• SIG and TIF schools</li></ul>
2012-13	All classroom teachers and their principals

\* The Department recommends that, to the extent possible, districts and BOCES begin the process of rolling this system out for evaluation of all classroom teachers and building principals in the 2011-12 school year so that New York can quickly move to a comprehensive teacher and principal evaluation system.

## Summary of District Implementation Decisions



## VA/Growth Basics: Calculating “similar student growth”

- Apply statistical analysis to (lots of) data to isolate impact of factors outside of teacher’s control
- Results put teachers on a more level playing field

Measurable Student Characteristics	Classroom or School Characteristics
<b>Academic history: previous year or multiple years</b>	% in class/school at previous level
Poverty	% in class/school
Special Education	% in class/school
English Language Learner	% in class/school
Repeat a grade	% in class/school
Attendance history	Class size/average class size in school
Etc.	Etc.

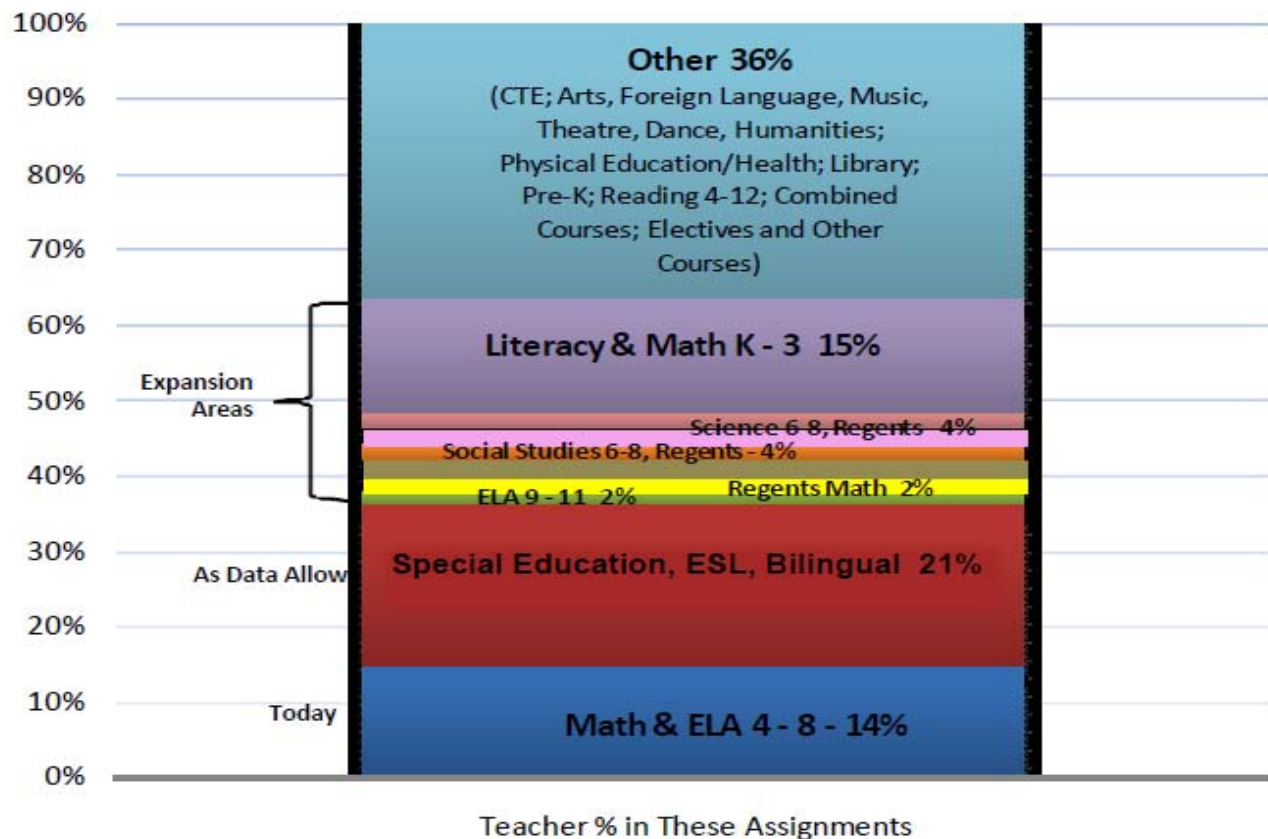
# Linking Students and Teachers

- SED collects data to connect students and teachers
- 2011-12: Districts identify one or more full-time teachers with primary responsibility for instruction in each course
- Policies are developed for partial-course student enrollment and teacher assignment
  - Teachers participate in verifying student rosters
  - Enrollment, assignment dates collected
  - Collaborative teaching



# Coverage of State Assessments

## Teacher Coverage



# Growth Goal Setting

- Part of good teaching and school leadership: many schools already do this;
  - Now required by regulation for “non-tested” subjects where no measure of Growth or Value-added using State assessments exists
- Growth goals :
  - Are set collaboratively between teachers and principals
  - Include articulate learning expectations for students in terms of progress from a baseline
  - Must include some form of student assessment to measure learning





**Examples of Growth: State Measure or Goal-Setting**

**School Libraries (non State-tested subject area)**

**Growth**

**•Growth goal-setting with:**

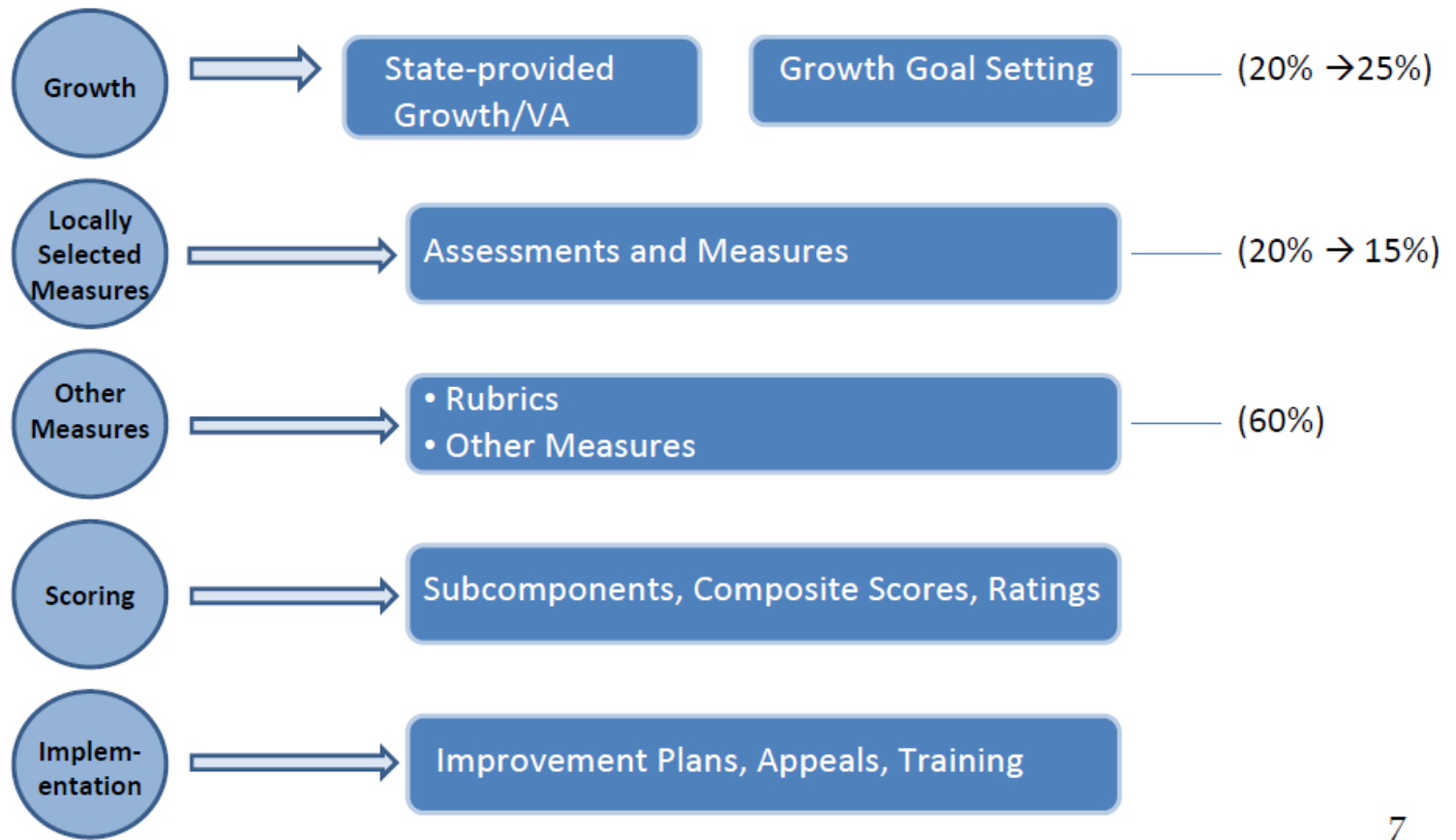
- State-approved 3<sup>rd</sup> party assessment
- District/BOCES developed assessment
- School-wide, group, or team result based on State assessment
- School or teacher-created assessment

**Goal-setting example**

90% of students will demonstrate growth toward mastery of NYS learning standards for Information Literacy as measured by a teacher-created district-wide assessment

Examples of Locally-Selected Measures	School Library
<p><b>Locally Selected (Growth or Achievement)</b></p>	<p><b>Rigorous and comparable across classrooms:</b></p> <ul style="list-style-type: none"> <li>•List of State-approved 3<sup>rd</sup> party, State or Regents-equivalent assessments (<i>Expect State-approved list to be released in July 2011</i>)</li> <li>•District, regional or BOCES-developed assessments</li> <li>•School-wide, group, or team results based on State or allowable local assessments</li> <li>•Structured district or BOCES-wide goal setting process for use with any State 3<sup>rd</sup> party, or school (teacher-created) assessment agreed to by evaluator and teacher</li> </ul>
<p><b>Example</b></p>	<p>% of students who achieve a score of proficient or higher on their media literacy campaign, as measured by the district writing rubric.</p>

## Summary of District Implementation Decisions



## Other Measures: 60 Points School Librarians

- **NY State Teaching Standards: choice of rubric**

### Multiple Measures

40 of 60 points based on **multiple classroom observations:**

1. Must include multiple observations by principal or other administrator
2. May also include trained evaluators independent of school or in-school peer reviewers
3. May be video or in-person

Any remaining standards not addressed in classroom observation must be assessed at least once a year

# Other Measures: Remaining Points School Librarians

- In addition to classroom observations, remaining points (if any) must be based on:
- Structured review of student work
- Teacher artifacts using “portfolios” or “evidence binders”
- Feedback from students, parents, and/or other teachers using structured survey tools
- Individual professional growth goals with teacher self-reflection (max of 5 points)



# HEDI Rating Standards

Level	Growth	Locally-Selected Measures	Other Measures
<b>Highly Effective</b>	Results are well-above state average for similar students. (or district goals if no state test).	Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards.
<b>Effective</b>	Results meet state average for similar students. (or district goals if no state test).	Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet standards.
<b>Developing</b>	Results are below state average for similar students. (or district goals if no state test).	Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.
<b>Ineffective</b>	Results are well-below state average for similar students (or district goals if no state test).	Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results do not meet standards.

25

# Scoring bands

Level	Growth	Locally-Selected Measures	Other Measures	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally	91-100
Effective	12-17	12-17		75-90
Developing	3-11	3-11		65-74
Ineffective	0-2	0-2		0-64

# Training: Requirements for Lead Evaluators

## Districts must provide training for lead evaluators on:

- New York State Teaching Standards and Leadership Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and VA Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of the Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLs and students with disabilities



# Network Team Training: Summer

<b>SUMMER CONFERENCE FOR NETWORK TEAMS</b>					
<b>AUGUST</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	Common Core State Standards	Common Core State Standards & Data-Driven Instruction	Data-Driven Instruction	Evidence-based observation of teachers (APPR) <i>*Teacher evaluators must attend.</i>	Evidence-based observation of teachers (APPR) <i>*Teacher evaluators must attend.</i>

# Training for Teacher Evaluators

- In addition to the 2 days of network team training, NYSED will provide an additional 8 days of training throughout the year for Network Teams on teacher evaluation
- Schedule for this training will be provided by August
- Content will include:
  - Evidence-based observation and evaluation
  - Utilizing rubrics for effective observation
  - Establishing inter-rater reliability

[jbrock@mail.nysed.gov](mailto:jbrock@mail.nysed.gov)



- New York State  
Teacher Evaluation  
...and the School  
Librarian



John P. Brock  
Associate in School Library Services  
Educational Design and Technology  
NYSED

