Principal Evaluation Road Map: 2015-16

The goal of the evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. To accomplish this, the evaluation system will foster a culture of continuous professional growth in which educators can consistently improve their instructional and management practices.

Disclaimer: To the extent that the language in this Road Map differs from the regulatory language ultimately adopted to conform to the statute, the language in the regulation controls.

Step 1: Select a principal practice rubric from the State-approved list or apply for a variance.

Does the district already use, or wish to use, a rubric from the State-approved list of rubrics for principal evaluation?

Yes →

Choose a rubric from the State-approved list. Rubrics approved for use under Education Law §3012-c will be available for use under Education Law §3012-d.

The list of rubrics can be found here and will be updated as new rubrics are approved: https://www.engageny.org/resource/state-approved-teacher-and-principal-practice-rubrics

No ↓

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 principals into multiple categories **or** if your district wishes to use a new, innovative rubric.
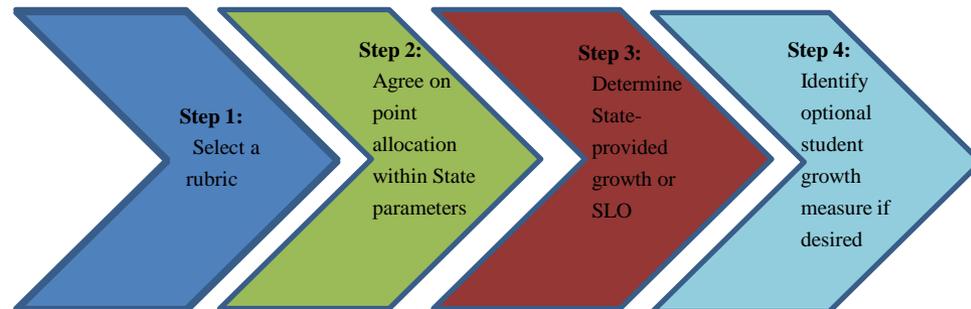
More information about the rubric variance process:
http://usny.nysed.gov/rttt/teachers-leaders/rubrics/rubricvariance.html

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Keep in Mind:

- Districts should consider which rubric captures what they think is important to principal practice.

- Some of the currently approved rubrics do not require implementation support from the provider, districts may choose to do this on their own.

- All school visits for a principal for the school year, and across observer types, must use the same approved rubric. (District may locally determine whether to use different rubrics for principals assigned to different grade level configurations or building types.)

Step 1: Select a rubric

Step 2: Agree on point allocation within State parameters

Step 3: Determine State-provided growth or SLO

Step 4: Identify optional student growth measure if desired

Step 2: Agree on procedures and weights associated with school visits in the Principal School Visit Category.

Agree on school visit procedures and weights (at least 80% must be based on visits conducted by supervisor or other trained administrator, and at least 10% must be based on visits conducted by an impartial independent trained administrator). Are there any weights left?

Yes

Choose to include site visit(s) by trained peer observer(s) rated Effective or Highly Effective on his or her overall rating in the prior school year.
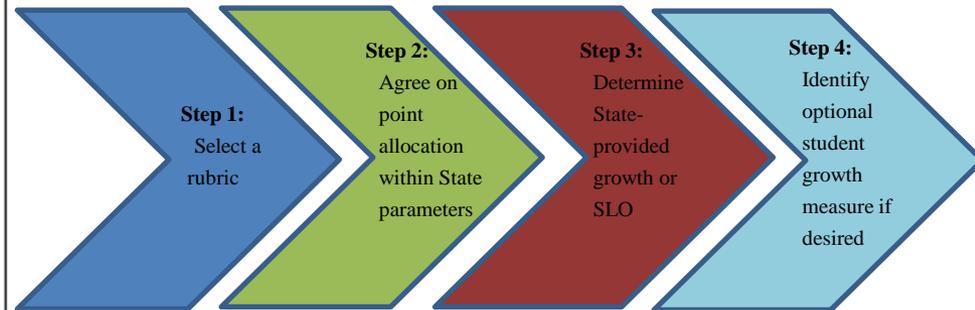
The weight of peer school visits should be less than or equal to 10%.

No

You're done with Step 2.

Keep in Mind:

- At least one of the required site visits must be unannounced.
- Impartial independent trained evaluators may be employed within the district, but may not be assigned to the same school building as the principal being evaluated (defined as same BEDS code). Certain rural or small districts may qualify for a waiver from this requirement.
- The frequency & duration of school visits are determined locally.
- Nothing shall limit the discretion of management from conducting additional visits for non-evaluative purposes.
- School visits may not occur by live or recorded video.
- Evaluators may select a limited number of observable rubric subcomponents for focus within a particular site visit, so long as all <u>observable</u> ISLLC 2008 standards are addressed across the total number of annual school visits.
- Professional goal setting is a prohibited element of principal evaluation. However, organizational goal-setting may be used to the extent that it is evidence from the school visit and related to a component of the selected practice rubric.

Step 1: Select a rubric

Step 2: Agree on point allocation within State parameters

Step 3: Determine State-provided growth or SLO

Step 4: Identify optional student growth measure if desired

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Step 3: Identify who will have State-provided growth measures and who must have Student Learning Objectives (SLOs) as Required student growth measures in the Student Performance Category.

Are at least 30% of students in the principal's school or program being taught ELA and/or Math in grades 4-8 and/or taking State/Regents assessments if high school level?
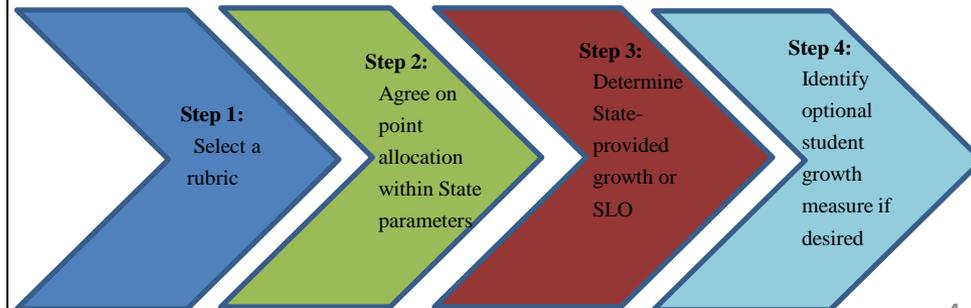
No

Yes

These principals will receive a growth score from the State making up 100% of the principal's Required Student Performance category score (or at least 50%, locally determined, if an optional student performance measure is selected).

These principals must have SLOs with school-level results from the following options (making up 100% of the principal's Required subcomponent in the Student Performance category, or at least 50% locally determined, if an optional student performance measure is selected):

1. For subjects associated with a State assessment or Regents exam (or in the future, with any new State assessments), State/Regents assessment(s) must be used.

2. For other grades/subjects where no State assessment or Regents exam currently exists, SLOs based on district-determined assessments from the options below:

- State approved assessment consisting of the following:
  - State-approved third-party assessment
  - State-approved district, regional, or BOCES-developed assessment

Keep in Mind:

- Most principals will have a State-provided growth measure. Principals with SLOs will typically include those with early-childhood configurations (PK-3 or similar); principals of programs for Career and Technical Education or programs for students with disabilities where less than 30% of students take the State assessments.

- All principals of grades 4-8 ELA and Math and all of grades 9-12 must have a back-up SLO set.

- SLOs shall be developed and approved by the Superintendent or his/her designee.

- All non-State developed assessments must be approved by the Department through an RFQ.

- All assessments submitted for use within SLOs must be able to measure one year's expected growth.

- Third party assessments that are currently approved for use under Education Law 3012-c may be re-submitted through the RFQ process and will be reviewed in an expedited manner.

- All measures must result in a 0-20 HEDI point score following the State's scoring ranges.

Step 1: Select a rubric

Step 2: Agree on point allocation within State parameters

Step 3: Determine State-provided growth or SLO

Step 4: Identify optional student growth measure if desired

Step 4: Determine if the optional locally selected measures of student growth subcomponent will be used in the Student Performance Category.

Is the district choosing to use the optional locally selected measures of student growth subcomponent in the Student Performance category? (Up to 50%, locally determined.)
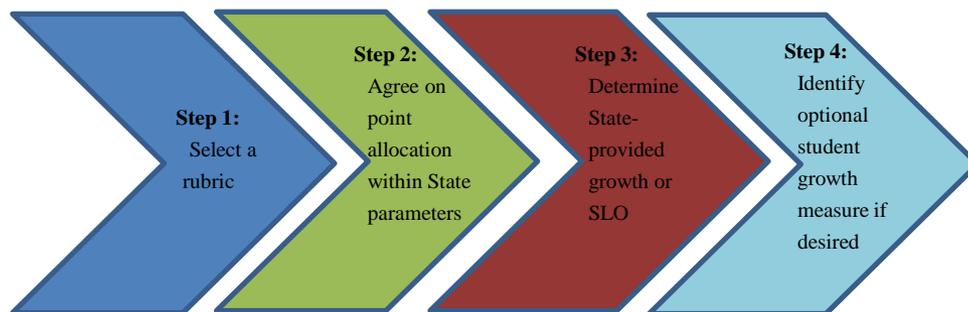
Yes

No

You're done with Step 4. The Required subcomponent will comprise 100% of the Student Performance category score.

Choose one of the following options :

1. A second State-provided growth score on a State-created or administered test, provided that this is different than the measure used for the required student performance subcomponent:

- Principal-specific growth score computed by the State based on the percentage of students who achieve a State-determined level of growth (e.g., the percentage of students whose growth is above the median for similar students).
- School-wide, group, team, or linked growth results using available State-provided growth scores computed in a manner determined locally.

2. Growth scores based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

Keep in Mind:

- All measures must result in a 0-20 HEDI point score following the State's scoring ranges.
- The same locally selected measures of student growth across all buildings with the same grade configuration or program in the district/BOCES must be used.
- Measures selected for the Optional subcomponent must be different than the measures used for the Required student growth subcomponent.
- All assessments must be approved by the Department pursuant to an RFQ/RFP. These assessments must have a corresponding growth model that meets the requirements specified in the RFQ/RFP.

Step 1: Select a rubric

Step 2: Agree on point allocation within State parameters

Step 3: Determine State-provided growth or SLO

Step 4: Identify optional student growth measure if desired

Other APPR Decisions

- Certification for lead evaluators

- Training and inter-rater reliability for all evaluators

- Locally determined scoring ratings for the School Visit Category aligned with each HEDI category within the parameters determined by the State

- Improvement plans (PIPs)

- Appeals procedures

For more information please visit:
https://www.engageny.org/resource/appr-3012-d