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To: Superintendents of Public Schools
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Subject: Update on Available Resources that Support the Board of Regents' Recently Announced Regulatory Changes to Subpart 30-2 of the Rules of the Board of Regents, Relating to Annual Professional Performance Reviews (APPR) for Teachers and Principals

On February 11, 2014, the Board of Regents adopted emergency regulations to address concerns raised by the field and stakeholders to adjust and improve the implementation of the Common Core Standards and teacher/principal evaluation. The approved regulatory amendments to the APPR are intended to help districts and BOCES reduce local testing and ensure that the amount of testing is the minimum necessary to inform effective decision-making. At its March 2014 meeting, the Board of Regents made a series of technical amendments to the regulations to clarify the requirements for districts and BOCES that opt to use an assessment that is not a traditional standardized assessment for grades K-2 for purposes of APPR.

A webpage housing multiple resources has been developed in order to help districts and BOCES successfully navigate the regulatory amendments and efficiently access relevant material: (<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Below are links to multiple resources to help guide you through the regulatory amendments:

1. A [memo from Dr. Julia Rafal-Baer](#) that outlines the Board of Regents emergency adoption of the amendments to Subpart 30-2 of the Rules of the Board of Regents. This memo includes a summary of the changes, an explanation of the impact the changes have on APPR, and a projected timeline of resource updates.
2. Information and materials associated with the [Expedited Material Change Process](#) to Eliminate Unnecessary Assessments for APPR Purposes.
3. The [Certifying Instruction Time FAQ](#) provides further guidance around the required signed certification by the superintendent, district superintendent or chancellor attesting that no more than one percent of total instruction time in each classroom or program of the district or BOCES is spent taking any locally determined traditional standardized

third party assessment or traditional standardized district, regional, or BOCES-developed assessment for APPR purposes. This does not, however, apply to assessments used for formative or diagnostic purposes and such assessments should not be considered as part of this calculation.

4. The [Annual Professional Performance Review \(APPR\) Assessment Guidance](#) document is intended to provide guidance to districts and BOCES on selecting third party assessments for use with students in kindergarten through grade two (K-2) for the purposes of teacher and principal APPRs. This document replaces the Request for Qualification (RFQ) process previously used to determine state-approved K-2 assessments for APPR purposes.
5. The [Removal of Traditional Standardized Third Party Assessments in K-2 FAQ](#) provides further information as to the removal of K-2 traditional standardized third party assessments from the State-approved list.
6. The following documents provide further information and background on the approved regulatory amendments made by the Board of Regents:
 - [“Adjustment Options to Common Core Implementation - Full Report of the Work Group”](#)
 - [“Proposed Amendments to Subpart 30-2 of the Rules of the Board of Regents Relating to a Prohibition Against Traditional Standardized Testing for Students in Grades K-2, Removal of K-2 Tests From the List of Approved Student Assessments, Change in the Definition of Core Subjects for the State Growth or Other Comparable Measures Subcomponent and a Limitation on Instructional Time Spent on Taking Local Assessments for Purposes of Annual Professional Performance Reviews \(APPR\)”](#)
 - ["Proposed Technical Amendments to Subpart 30-2 of the Rules of the Board of Regents to Clarify the Requirements for Districts and BOCES that Opt to Use an Assessment That is Not a Traditional Standardized Assessment for Grades K-2 for Purposes of APPR"](#)

In addition, the following materials have been updated by the Office of Teacher and Leader Effectiveness, Policy and Programs to reflect the regulatory changes:

- The [APPR Guidance Document and "Purple Memo"](#)
- The [Student Learning Objective Guidance Document](#)
- [State-approved third party assessment list](#) has been updated to remove all standardized third party assessments for kindergarten through second grade (see 4 and 5 above).
- [Review Room 2.0 Portal](#) was updated with an addition of school-wide options for 6-7 science and 6-8 social studies for the 2013-14 school year and thereafter. Additionally, for any plan submitted for the 2014-15 school year and thereafter, Review Room will be updated with a change to the third party assessment option for kindergarten through second grade in Tasks 2, 3, 7 and 8 to clarify that the assessment selected is not a traditional standardized assessment and is consistent with the State’s APPR Assessment Guidance. There will be an additional assurance that any third party assessment administered for use with kindergarten through second grade students for APPR purposes is consistent with the State’s APPR Assessment Guidance and is not a traditional standardized assessment. There will also be an addition of an assurance as a checkbox

and in the certification document that the district/BOCES will allot no more than 1% of instructional time toward locally-determined traditional standardized assessments used for APPR purposes.

- [Assessments in Annual Professional Performance Review \(APPR\)](#)
- [Early Elementary Assessments](#)
- [Student Learning Objectives 103 for Teachers: Using Past Performance Trends and Historical Data](#)

Please note that due to the large volume of material changes, all other materials will be updated on a rolling basis as soon as possible. Please continue to check the [“Guidance on the Approved Regulatory Amendments to APPR to Help Reduce Local Testing”](#) landing page for future updates.

We encourage you to use the resources found on EngageNY for improving teacher and leader effectiveness, available at <http://www.engageny.org/teacherleader-effectiveness>. If you have further questions about the teacher and principal evaluation system, please contact educatoreval@nysed.gov.

The Office of Teacher and Leader Effectiveness looks forward to working together with you as we support our students on their path toward college and career readiness.