

# **SED Learning Summit on Teacher & Principal Evaluation**

May 7, 2015

## Recommendations Submitted on the Behalf of School Administrators By:

**SAANYSA**  
School Administrators  
Association of New York State

**ESSAA** r  
Empire State School  
Administrators Association

**NYSFSA** r  
New York State Federation  
of School Administrators

### **Part 1 – General Remarks**

- x Introductory remarks.
  
- x Time to embrace what is right with education and move the accountability discussion beyond how heavily we must tie student testing to teacher and principal evaluations to include evidences of research based reform that lead to student achievement such as personalized

- x APPR regulations for principals must focus on holding school leaders accountable for a wide range of outcomes with a range of appropriate accountability measures that match the tools that are required to get the job done and done well.
  - o No confidence in current legislation; intend to continue to lobby for an evaluation system we consider fair and valid. Counter to its intent. Can save poor teachers. [May be asked how] (We may need NYSED and the BOR as a partner.)
  - o Acknowledge that implementing regulations may have to be modified in the near future.
- x Regulations need to protect and enhance the authority of the principal to the greatest degree possible.
- x Regulations should provide the greatest possible local flexibility. "One size fits all" does not serve us well. Collective bargaining should be respected.
- x To the degree possible, all aspects of professional performance should be assessed through the review and consideration of multiple sources of evidence.
- x Recommend September 1, 2016 due date extension for ALL districts/BOCES
- x Opting out observations and recommendation in support of Truth in Te

x Rec 3, Across the 2 or 3 subcomponents, this subcomponent (principal/lead evaluator observations) should be weighted as heavily as possible.

▪ Subcomponent 2, Independent Observer – Is largely NOT regarded to be value added, can be counterproductive, and is an unfunded mandate. The role and authority of district and building administrators, as instructional leaders and supervisors, should be clear, protected and enhanced.

x Rec 1, Evaluator training should include familiarity with the standards, evidence based observation techniques and application to the rubrics.

x Rec 2, the definition of *impartial independent trained evaluator* should require the use by the independent evaluator of the rubric selected by the teachers' CB3.0450TD.0014T22TD.0008Tc(selected)Tj/TT101Tf3.4

selected use

Tj/ing,050TD0Tc00020003Tj/TT111Tf26.741.22TD.0008Tc(selected)Tf.2250b04b1Tf8.5050TD0003

student work to assess progress over time,

- x Principal Observations Category –
  - o As is the case for teachers, the Other Measures subcomponent of the current APPR system is regarded to be the most effective and successful aspect of the APPR system for the evaluation of principals.
    - Rec 1: The number, duration, and nature of observations should be collectively bargained, with the proviso that at least two observations/supervisory visits be conducted.
    - Rec 2: Selection of the approved rubric should continue to be collectively bargained.
    - Rec 3: The independent observer subcomponent should not apply to principals, unless locally collectively bargained.
    - Rec 4: NYSED should develop, or approve, a principal professional performance rubric utilizing the research based ISLLC standards themselves for the process to determine the “Observation” category rating.
    - Rec 5: The peer observation subcomponent should be included as a subject for local collective bargaining. If collectively bargained for implementation, peer observation should be weighted no more than 10 percent in the determination of the final Observation category rating.
    - Rec 6: Under collective bargaining, allow a goal setting process as part of the evidence to assess professional performance against the elements of a rubric.
    - Rec 7: Under collective bargaining, allow the review of school artifacts as part of the evidence to assess professional performance against the elements of a rubric.

**Part 4 – Scoring of any locally determined measures of student performance for the “Student Performance” Category and for the “Observation” Category:**

- o Rec 1: With the adoption of the matrix, there is no need to require complex, multiple layers to determine a HEDI rating on either category. Regulations should identify a basic scoring process that is consistent across the sub components and categories. However, other steps in the process, like the use of additional scoring bands (e.g., 0 20 or 0 60) should be allowed if consistent across

- Rec 3:

StudentPerformanceCategory:AverageScore** to HEDIRatingConversion	
<u>StudentPerformanceAverageTargetScore</u>	<u>PerformanceLevel</u>
3.5 to 4.0	Highly Effective
2.5 to 3.4	Effective
1.5 to 2.4	Developing
1 to 1.4	Ineffective

\*\* For all components or sub components of a category, the Average Score may be a Weighted Average Score to determine the HEDI rating for a category, as collectively bargained.

**Part 5 – Hardship Waiver of November 15, 2015 Deadline**

- o Rec 1, We support a uniform automatic extension of the November 15, 2015 deadline to 2015

- Rec 1: Allow a waiver for “hardship” to be defined as: as a result of meeting this expectation, there would be an unanticipated detrimental impact on finances, student placement, staff assignments, or scheduling.

No district should have to implement this provision where there is a resulting negative fiscal impact                      staffaarA A