



**TO:** The Honorable the Members of the Board of Regents  
**FROM:** John B. King, Jr. *John B. King, Jr.*  
**SUBJECT:** Amendment to Section 100.2(o) of the Commissioner's Regulations and Addition of a New Subpart 30-2 to the Rules of the Board of Regents Relating to Annual Professional Performance Reviews of Classroom Teachers and Building Principals  
**DATE:** May 12, 2011  
**AUTHORIZATION(S):** *[Signature]* *Richard F. Truett*

**SUMMARY**

Issue for Decision

Should the Board of Regents adopt the proposed amendment to Section 100.2(o) of the Regulations of the Commissioner of Education and addition of a new Subpart 30-2 to the Rules of the Board of Regents, relating to annual professional performance reviews of classroom teachers and building principals, in order to implement section 3012-c of the Education Law?

Reason(s) for Consideration

State statute.

Proposed Handling

The proposed amendment is submitted to the Full Board for adoption as an emergency measure at its May 2011 meeting. Attached is a statement of facts and circumstances justifying the emergency action.

Background and Education Law 3012-c

On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education Law, establishing a comprehensive evaluation system for classroom teachers and building principals. The new law requires

each classroom teacher and building principal to receive an annual professional performance review (APPR) resulting in a single composite effectiveness score and a rating of "highly effective," "effective," "developing," or "ineffective." The composite score is determined as follows:

- 20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model)
- 20% is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model)
- The remaining 60% is based on other measures of teacher/principal effectiveness consistent with standards prescribed by the Commissioner in regulation

For the 2011-2012 school year, the law only applies to classroom teachers of the common branch subjects, English language arts or mathematics in grades 4-8 and the building principals of schools in which such teachers are employed. In the 2012-2013 school year, the new law applies to all classroom teachers and building principals. However, 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 2011-2012 school year so that New York can quickly move to a comprehensive teacher and principal evaluation system.

By law, the APPR is required to be a significant factor in employment decisions such as promotion, retention, tenure determinations, termination, and supplemental compensation, as well as a significant factor in teacher and principal professional development.

If a teacher or principal is rated "developing" or "ineffective," the school district or BOCES is required to develop and implement a teacher or principal improvement plan (TIP or PIP). Tenured teachers and principals with a pattern of ineffective teaching or performance – defined by law as two consecutive annual "ineffective" ratings – may be charged with incompetence and considered for termination through an expedited hearing process.

The law provides further that all evaluators must be appropriately trained consistent with standards prescribed by the Commissioner and that appeals procedures must be locally developed in each school district and BOCES.

Section 3012-c of the Education Law requires that any regulations needed to implement the new evaluation system be implemented no later than July 1, 2011, after consultation with an advisory committee. In September 2010, the Department convened an advisory committee known as the Regents Task Force on Teacher and Principal Effectiveness ("Task Force"), which is comprised of representatives of teachers, principals, superintendents of schools, school boards, school districts and

board of cooperative educational services officials, and other interested parties. The Task Force has been meeting since September 2010 and they have been divided into workgroups to provide guidance and consider certain aspects of Education Law 3012-c. Throughout its deliberations, the Task Force has been supported by the active participation of teams of research advisors, and numerous experts have made presentations to the Task Force. Research and best practice examples were disseminated and discussed at length.

After months of discussion and deliberations, the Task Force generated a written report of their recommendations. At the April 2011 Regents meeting, the Task Force presented their recommendations to the Board of Regents. Thereafter, the Department presented their recommendations, which incorporated most of the Task Force's recommendations. At that point, the Regents directed the Department to draft regulations reflecting the Department's recommendations.

This new evaluation system is a critical element of the Regents reform agenda—an agenda aimed at improving teaching and learning in New York and increasing the opportunity for all students to graduate from high school ready for college and careers.

The proposed regulations are grounded in the New York State Teaching Standards and the ISLLC Educational Leadership Policy Standards: ISLLC 2008. Within that framework, the proposed draft regulations afford flexibility for districts and Boards of Cooperative Educational Services (BOCES) to adopt the practices, measures, and tools that will work best in their diverse educational and fiscal contexts.

A primary objective of New York's teacher and principal evaluation system is to foster a culture of continuous professional growth. The system's three components are designed to complement one another:

- Statewide student growth measures will identify those educators whose students' progress exceeds that of similar students, as well as those whose students are falling behind as compared to similar students.
- Locally selected measures of student achievement will reflect local priorities, needs, and targets.
- Teacher observations, school visits, and other measures will provide educators with detailed, structured feedback on their professional practice.

Taken together, this information must be used to tailor the 175 hours of professional development that teachers are required to receive under 100.2(dd) of the Commissioner's regulations. Additionally, this information will be used to provide support for educators to grow and improve their instructional practices. The Department will also issue guidance and models to demonstrate how these components should be used to inform teacher or principal improvement plans for teachers or principals rated ineffective or developing under the new evaluation system. The ultimate goal of the State's evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school.

The Department will continue to monitor and assess the effectiveness of the new evaluation system to see what is working and where improvements can be made, with

continued input and feedback from workgroups comprised of members of the Task Force. The Department is currently in the process of establishing three workgroups in the following areas to assist the Department with implementation of the new system:

- (1) Metrics: data policy and teacher/principal growth and value-added scores
- (2) Teacher and Principal Training/Implementation: training, professional development, resource banks and implementation issues
- (3) Non-tested subjects and local assessments: district-wide growth goal-setting process, approaches to growth and local assessment measures for teachers and principals in non-tested subjects

As these workgroups meet, Department Staff will continue to provide the Board of Regents with updates on the new evaluation system and where improvements may need to be made as the system is implemented.

A summary of the regulatory provisions is attached and the regulation is structured as described below:

### Structure of Regulations

The proposed regulations make a few revisions to Section 100.2(o) of the Commissioner's regulations, the existing Annual Professional Performance Review (APPR) regulations. These changes are made to clarify that the existing APPR remains in effect for classroom teachers and principals who are not subject to the provisions of the new law in the 2011-2012 school year. Following the informal comment period, this section was also revised to require school districts and BOCES to annually review the performance of their building principals according to procedures developed by the governing body in consultation with the building principal.

A new Subpart 30-2 is also added to the Rules of the Board of Regents to establish the requirements for the new evaluation system. Section 30-2.1 explains that during the 2011-12 school year, teachers and principals who are not covered by the new law must still be evaluated under the existing APPR regulations and districts and BOCES must comply with the requirements in Subpart 30-2 for classroom teachers and building principals covered by the new law. It also reiterates the language from the statute that says the regulations do not override any conflicting provisions of any collective bargaining agreement in effect on July 1, 2010 until the agreement expires and a successor agreement is entered into; at that point, however, the new evaluation regulations apply. In response to comments, a revision to this section was also made to clarify that nothing in the regulations shall be construed to affect the statutory right of a school district or BOCES to terminate a probationary teacher or principal or to restrict a school district's or BOCES' discretion in making a tenure determination pursuant to the law.

Section 30-2.2 defines the terms used throughout the regulations. Section 30-2.3 lists the information that every district or BOCES must include in its APPR plan.

Section 30-2.4 lays out all the requirements for evaluating classroom teachers in common branch subjects, English language arts (ELA), and math in grades 4-8 and

their building principals for the 2011-12 school year. This section explains that 20 points of the evaluation will be based on student growth on State assessments and 20 points will be based on locally selected measures; explains what types of locally selected measures of student achievement may be used (first for teachers, then for principals); and describes what types of other measures of effectiveness may be used for the remaining 60 points, including observations, surveys, etc. (first for teachers, then for principals).

Section 30-2.5 lays out the requirements for evaluating all classroom teachers and building principals for the 2012-13 school year and thereafter, following the same order as the preceding section. This section explains how the requirements for the State assessment and locally selected measures subcomponents will differ, including the points assigned for each subcomponent, depending on whether the Board of Regents has approved a value-added growth model for particular grades/courses and subjects. The remaining 60 points will be assigned based on the same criteria as the preceding section.

Section 30-2.6 explains how the subcomponents should be scored and provides scoring ranges for the State assessment and locally selected measures subcomponents and the overall rating categories. Sections 30-2.7 and 30-2.8 outline the processes by which the Department will review and approve teacher and principal practice rubrics and student assessments, respectively, for use in districts' and BOCES' teacher and principal evaluation systems. Section 30-2.9 describes the requirements for evaluator training; Section 30-2.10 covers teacher and principal improvement plans; and Section 30-2.11 covers appeal procedures.

### **Feedback from Interested Parties**

On April 15, 2010 the Department posted draft regulatory language on our website for the public to review and provide informal comment. The Department has received and reviewed over 250 comments on the proposed amendment. Below is a list of the most widely suggested regulatory changes, with the Department's responses and/or recommendations for regulatory changes.

### **Applicability**

More than one commenter inquired as to how building principals who are not covered under the new law should be evaluated in the 2011-2012 school year.

In the past, there were no regulatory requirements on the evaluation of principals. We recommend adding a new provision to section 100.2(o) of the Commissioner's regulations to require school districts and BOCES to evaluate principal(s) pursuant to a plan agreed to by the governing body of the school district or BOCES and such principal(s). This is similar to what is currently required for the evaluation of superintendents.

### **Acceleration of Implementation of Evaluation System**

The Governor's Office also requested that we accelerate the timetable to implement the evaluation system. Specifically, they have asked that the draft regulations authorize school districts to fully implement the teacher and principal evaluation system in the 2011-2012 school year.

The Department recommends that the regulation be revised to include the following provision:

Nothing in this Subpart shall be construed to preclude a school district or BOCES from adopting an annual professional performance review for the 2011-2012 school year that applies to all classroom teachers and building principals in accordance with this Subpart.

After months of discussion and work with stakeholders, including representatives of teachers, principals, superintendents of schools, school district and BOCES officials and other interested parties, SED has put into place the pieces, guidance and regulations to fully implement the new evaluation system for all classroom teachers and building principals prior to the 2012-2013 school year. Therefore, 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 2011-2012 school year so that New York can quickly move to a comprehensive teacher and principal evaluation system.

## **Definitions**

### **Classroom Teacher**

We received several questions as to what types of teachers are classroom teachers as defined in the regulation. The Department will clarify in guidance who is a classroom teacher. This definition will exclude pupil personnel service providers and supervisory personnel.

### **Co-Principal**

At least one commenter requested that we define co-principal. The Department recommends that the regulation be revised to define co-principal as follows:

Co-principal means a certified administrator designated by the school's controlling authority to have executive authority, management, and instructional leadership responsibility for all or a portion of a school or BOCES-operated program, in a situation in which more than one such administrator is so designated. The term co-principal implies equal line authority, with each administrator so designated reporting to a district-level or comparable BOCES-level supervisor.

### **Lead Evaluator**

Some commenters noted that the current draft regulations appear to allow much of a teacher's evaluation to be removed from the authority of the principal and asked

that the regulations clarify that the principal be the lead evaluator of teachers. The Department recommends that the definition of lead evaluator be clarified to say "to the extent practicable, the building principal, or his or her designee, shall be the lead evaluator of a classroom teacher."

### Building Principal

The Department defined "building principal" to include an administrator in charge of a program in a school district. Several commenters asked for clarification as to what types of administrators should be included in this definition. This provision was added to capture, for example, administrators who oversee an alternative education program, a special education program, or a GED program in a school district.

At least one comment asked for clarification as to whether the definition of building principal should include a teacher who performs administrative functions less than 50% of his or her time. The Department recommends that such teachers not be included in the definition of building principal and this will be clarified in guidance.

### Content of the Plan

#### Adoption of APPR Plan by September 1

Many commenters indicated that the September 1, 2011 deadline to adopt APPR plans each year is not realistic given the July 1, 2011 implementation date, and the need for negotiations to occur in subsequent years where contracts were in place prior to July 1, 2010. The Department agrees and recommends that the regulation be revised to provide that to the extent that any of the items required to be included in an APPR plan are not finalized by September 1, 2011 due to negotiations, the plan shall identify those specific parts in the plan and the school district or BOCES shall file an amended plan upon completion of such negotiations.

#### APPR Made Available to Public

It was also requested that APPR plans be made available to the public on the school district or BOCES web-site, instead of the current regulatory language which requires that APPR plans be made available upon request. The Department proposes to revise the current regulatory language to require that each district and BOCES make its plan available to the public on its web-site by September 10 of each school year, or within 10 days after adoption of the plan, whichever occurs later.

#### Vested Interest

Many commenters have asked for clarification as to when a teacher or building principal would have a vested interest in an assessment they score. The Department will issue guidance on this issue, including recommended preventive measures that a district or BOCES should take to ensure that no one who has a vested interest is scoring assessments.

#### Ratio of Teachers to Principals

Several commenters asked the Department to eliminate the requirement that school districts and BOCES be required to provide the ratio of teachers and principals to evaluators in their APPR plan, along with an assurance that evaluators have sufficient time/resources to complete their requirements. These comments have suggested that putting this requirement in the APPR plan could make it the subject of an appeal and they argue that it is an unfunded mandate. The Department recommends the deletion of this regulatory provision.

#### APPR used in Employment Decisions and in Teacher and Principal Development

Some comments have also suggested that we eliminate the requirements to include in the APPR plan a description of how the APPR will be used as a significant factor in teacher and principal development and employment decisions because their inclusion in the regulation may make them the subject of an appeal and because these requirements are already required by law. The Department agrees and recommends deletion of these regulatory provisions.

#### State assessments or Other Comparable Measures

##### Requirements for measuring growth in comparable ways where there is no State assessment for core subjects

At least one commenter has asked that the regulations not create separate requirements for core subjects in grades 6-11 for measuring student growth when no state assessment with an approved growth VA model exists. The commenter believes that the same options should apply to these grades/subjects as other grades/subjects.

The Department recommends revising the regulation to define "core subjects" for purposes of section 30-2.5 of the Commissioner's regulations to mean grades 6-8 science and social studies courses, and high school English language arts, mathematics, social studies and science courses that lead to a Regents examination in the 2010-2011 school year, or a State assessment in the 2012-2013 school year or thereafter. These courses are considered to be "core subjects" for purposes of this section because the Department expects to add State assessments for 6-8 science and social studies course and two ELA State assessments before our current ELA Regents examination, in the 2012-2013 school year. The Department also expects to continue its current Regents program in ELA, science, mathematics and social studies.

Therefore, in the 2012-2013 school year and thereafter, for these subjects/grades, the school district or BOCES must use the State-determined student growth goal setting process with a State assessment if one exists, or a Regents equivalent. If there is no State assessment for these grades/subjects, the district or BOCES must use the State-determined goal-setting process with a State-approved third party student assessment, or Regent equivalent. The Department recommends a similar revision to the regulation for building principals. Courses that do not lead to a Regents examination in the 2010-2011 school year or a State assessment in 2012-2013 school year or thereafter will not be considered "core subjects" for purposes of these



requirements. For all other grades and subjects, a longer list of "comparable" growth measurement options applies.

### Locally Selected Measures

#### Definition of Rigorous

NYSSBA expressed concern with the current definition in the regulation for rigorous. They indicate that application of the Testing Standards entails a complex process that requires specialized knowledge and skills, and that the vast majority of school districts and BOCES across the state lack the capacity and resources to implement. They further contend that alignment to the New York State learning standards is not rigorous enough. The Department disagrees and recommends that no changes be made to the existing regulation.

The learning standards are the road map for what students should know and be able to do at each grade. The Testing Standards are the recognized industry standards. The Department will provide a list of approved third party assessments that are aligned with these standards in as many grades and subjects as possible and will refresh the list at least annually. The Department will also prescribe for "non-tested" subjects a State-determined goal-setting process that can be used with a variety of assessments.

#### Use of State assessments for Locally Selected Measures Subcomponent

Many of the comments we received, including those from NYSUT, SAANYS and NYSFSA, rejected the use of State assessments as a locally-selected measure of student achievement. In contrast, the Big 5 and the Governor's office have requested removal of the limitation in the regulations on the use of the same measure of student growth on State assessments for both the State assessment subcomponent and the locally selected measures subcomponent, on the grounds that State assessments are objective measures of student growth and/or achievement and this is a cost-effective option for districts and/or BOCES to meet the statutory requirements.

The Department recommends that the current draft regulatory language be revised to eliminate this restriction in the regulation. As discussed with the Board of Regents at its April meeting, allowing the optional use of measures based on state tests for both growth and locally-selected measures provides important flexibility to districts.

#### Student Growth and Locally Selected Measures

Some comments suggest that the regulation be revised to eliminate any reference to student growth in the locally selected measures subcomponent. The Department disagrees and recommends that the use of student growth measures be retained as an option for locally selected measures of student achievement.

#### School-wide, Group or Team metric

Some commenters also requested that a school-wide, group or team metric be removed from the types of locally selected measures that may be used for the evaluation of teachers due to concerns that these are not individual measures. The Department disagrees and recommends that this be retained as an option. Team measures are utilized in other states and districts especially where standardized assessments are not available or where districts feel such measures promote collaboration.

### Teacher Assessments

NYSSBA comments that the use of teacher-created assessments under the structured district-wide growth goal-setting process (in both growth and locally-selected measures sections of regulations) raises rigor and comparability concerns and recommends that teacher-created assessments be required to meet the rigorous and comparability requirements set forth in section 30-2.4 of the draft regulations.

The Department recommends no changes to the current regulatory language. The Department will prescribe a growth goal-setting process to be used district- or BOCES- wide in subjects where no state assessment with an approved growth/VA model exists. The locally selected measure (goal-setting process) will be the same across the district/BOCES for any applicable grade and subject, and districts will be required to implement it in ways that make the results comparable and rigorous. In guidance, the Department will provide models of how districts may select from all the available assessments for each grade and subject, recognizing that teacher-created assessments can play a role in some grades and subjects.

### Elimination of High School Options for 2011-2012 school year

At least one commenter also requested that the locally selected measures for high school principals be eliminated as options for the 2011-2012 school year since the law does not apply to high school principals in the 2011-2012 school year. Since there may be schools that include both high school grades and classroom teachers subject to the new law, the Department believes that the high school options should remain in the regulation to provide school districts and BOCES with a range of appropriate options for the evaluation of principals employed in such schools.

### Graduation Rates for principal locally selected measures.

Advocates for Children suggest adding the phrase "on-time and extended year" to describe the high school graduation rate option in the regulations regarding locally selected measures for principals. The Department recommends revising the current draft regulatory language to include 4-, 5-, and/or 6-year graduation rates as options for the evaluation of principals under the locally selected measures subcomponent.

### **60% Other Measures: Teachers**

#### Classroom observation of teachers:

- Several comments objected to requiring half of the 60 points to be based on classroom observations and would prefer the regulations say "some points." NYSSBA and NYSCOSS and the District Superintendents, in contrast, support ensuring a minimum of 30 points for classroom observations. The Big 5 and the Governor's office request that 40 of the 60 points be assigned to classroom observations of teachers and that multiple observations of each teacher be required in order to ensure common, high standards.

The Department recommends that the current regulatory language be revised to assign at least 40 of the 60 points to classroom observations and to require multiple observations. Research supports multiple observations and a rigorously designed evaluation system (for example, see Eric S. Taylor & John H. Tyler, "The Effect of Evaluation on Performance: Evidence from Longitudinal Student Achievement Data of Mid-Career Teachers" *Working Paper*, Bureau of Economic Research (March 2011) at <http://www.nber.org/papers/w16877.pdf>; Goe, L., Bell, C., Little, O. [2008]; *Approaches to Evaluating Teacher Effectiveness: A Research Synthesis*. National Comprehensive Center for Teacher Quality).

#### Professional growth goals

Some commenters have asked that professional growth goals (school improvement and professional growth goals) be required elements of the 60 points rather than optional and that this measure not be limited to five points. The Department recommends professional growth goals remain an option, limited to a maximum of 5 points.

#### Remaining points within Other Measures Subcomponent for Classroom Teachers:

Several comments expressed concern that other options - such as student projects and teacher participation in professional development courses - should be added to the list of options for the 60% other measures. The Department disagrees and recommends no changes to the regulation. The existing list of options provided, including teacher professional growth goals, gives districts much flexibility to design the remaining "other measures."

#### **60% Other Measures: Principals**

##### Supervisor's Broad Assessment of Principal Leadership and Management Actions.

The Big 5 recommends that the current regulatory language be amended to require that at least 40 of the 60 points to be based on a broad assessment of the principal's leadership and management actions by the building principal's supervisor or a trained independent evaluator. The Department agrees and recommends that the regulation be revised to reflect this change.

##### School Improvement Goals and Individual Professional Growth Goals

NYSFSA, SAANYS and others strongly recommend that in the area of the 60% other measures for Principals, the following two measures be mandated: progress

against individual professional growth, and progress against ambitious and measurable school academic or learning environment goals. The Department recommends amending the regulation to include these as required elements. See recommendation below.

### Principal Contribution to Improving Teacher Effectiveness

Other commenters expressed concern that the 60% other measures subcomponent for principals includes an evaluation of a principal's contribution to improving teacher effectiveness, which may include, but need not be limited to: improved retention of high performing teachers, the correlation between student growth scores of teachers granted tenure as opposed to those denied tenure and teacher satisfaction with the quality of feedback provided to teachers after their APPR. SAANYS indicated that the examples listed in the current regulation were too narrow and not related to the decisions within the scope and authority of the majority of principals. NYSFSA expressed concern that principals do not have enough control over retention of high performing teachers to be held accountable for it. NYSSBA requested that the Department remove "teacher satisfaction" with the quality of feedback provided to teachers because it is too subjective.

The Department recommends that the regulation be revised to require that any remaining points be based on results of one or more ambitious and measurable goals set collaboratively with principals, and their superintendents or their designee. At least one goal must address the principal's contributions to improving teacher effectiveness, which may include, but need not be limited to: improved retention of high performing teachers, the correlation between student growth scores of teachers granted tenure as opposed to those denied tenure, the quality of feedback provided to teachers, facilitation of teacher participation in professional development opportunities made available by the school district or BOCES and/or the quality and effectiveness of teacher evaluations conducted under this section. Any other goals must address quantifiable and verifiable improvements in academic results or the school's learning environment resulting from principal's leadership and commitment to his or her own professional growth.

### Scoring Ranges

#### 100-point scale

We received a few comments that requested that the Department reject the 100 point scale. The Department recommends that the 100 point scale be retained because it is easier to follow and is consistent with the statute.

#### Proportionate Scoring Ranges

Some commenters asked that the State set scoring ranges so that each rating category has the same proportion of points for a subcomponent that it has for the overall composite score. Other commenters, including NYSSBA, NYSCOSS and the Big 5, have requested that at a minimum, the scoring bands be adjusted to give greater weight to the student achievement measures by not allowing a positive rating based on the 60% other measures alone. The Governor's Office has indicated that under the

current regulations a teacher could receive a positive rating, such as "developing", based only on subjective teacher evaluation measures and that other states require "effective" ratings in both the subjective and objective testing measures in order for a teacher or principal to receive an overall "effective" rating. At a minimum, the Governor's Office requests that the scoring bands be adjusted to give greater weight to the objective measures by not allowing a positive rating based on subjective measures alone. As an alternative, they recommend that a teacher or principal be rated "effective" in both objective and subjective categories in order to receive an overall "effective" or "highly effective" rating.

The Department recommends revising the current regulatory language to change the scoring ranges as follows:

<b>Level</b>	<b>Measures of student growth</b>	<b>Local measures of student achievement</b>	<b>Other 60 points</b>	<b>Overall Composite Score</b>
<b>Ineffective</b>	<b>0-2</b>	<b>0-2</b>	<b>Ranges determined locally</b>	<b>0-64</b>
<b>Developing</b>	<b>3-11</b>	<b>3-11</b>		<b>65-74</b>
<b>Effective</b>	<b>12-17</b>	<b>12-17</b>		<b>75-90</b>
<b>Highly Effective</b>	<b>18-20</b>	<b>18-20</b>		<b>91-100</b>

This would mean that someone who received the minimum scores in the developing band for growth and locally selected measures of student achievement would need a score of at least 59 on the other 60 points to be "developing", and someone who received the minimum scores in the effective band for growth and locally selected measures of student achievement would need a score of 51 on the other 60 points to be "effective".

Descriptions of Scoring Ranges for Subcomponents

The Big 5 asked that we modify the descriptions for the scoring ranges in the locally selected measures subcomponent to be consistent with the descriptions for student growth on the State assessments subcomponent. The Department agrees and recommends that the regulation be revised to reflect these suggested changes.

**Teacher and Principal Improvement Plans**

Several commenters have requested that the regulations be revised to provide specific requirements on teacher and principal improvement plans, including timelines, consequences for failure to provide or comply with an improvement plan and improvement plan iterations. The Department will produce guidance on what should be included in such plans, including proposed timelines for improvement plans, a description of recommended elements for the plans and the Department expects to provide model teacher and principal improvement plans for use in local negotiations.

## **Training**

### **Certification of Evaluators**

Some comments suggest that all evaluators be certified and that the State certify evaluators. Other comments recommend that the district or BOCES certify evaluators or that evaluators not be required to be certified and instead, they would just need to be appropriately trained.

The Department recommends that the regulatory language remain unchanged with respect to who should be certified and trained. All evaluators should be appropriately trained on the new APPR requirements, but only lead evaluators need to be certified. Districts or BOCES will be required to provide appropriate training and certify their lead evaluators. However, the Department will describe in guidance the in-depth state-developed evaluator training that will be provided to network teams (for teacher evaluation) and representative administrators (for principal evaluation). Once certified themselves, these staff will be able to "turn-key" the training and oversee certification of district staff. Districts may choose to take advantage of this training program as a default certification process or they may develop or contract for their own training and evaluator certification programs.

### **Sufficient Number of Certified Lead Evaluators**

To address a commenter's concern that there will not be enough certified lead evaluators for the 2011-2012 school year, the Department recommends that the following provision be added to the draft regulation:

Nothing herein shall be construed to prohibit a lead evaluator who is properly certified by the State as a school administrator or superintendent of schools from conducting classroom observations as part of an APPR prior to completion of the required training provided such training is successfully completed prior to completion of the evaluation.

### **ELL's and SWD's**

The Advocates for Children requested that the regulation be amended to include training for evaluators on specific considerations in evaluating teachers and principals of English language learners and students with disabilities. The Department agrees with this suggestion and recommends a regulatory change to add this training requirement.

## **Appeals**

### **Appeal Procedures**

Several commenters asked the Department to include specific appeal procedures in the regulation. The Department will produce a model appeal procedure in guidance for use by school districts or BOCES in their negotiations. The model appeal procedure will include, among other things, timelines for the appeal, the scope of appeals and who should be the final decision-maker on the appeal.

## Authority of Board to Terminate Probationary Teacher and Tenure by Estoppel

NYSSBA requested that we clarify in regulations that nothing in the regulation shall be construed to limit a school district's or BOCES' authority to terminate a probationary teacher and that a teacher or principal cannot acquire tenure by estoppel when an appeal is filed.

Based on our previous guidance on these issues (see Field Memo dated August 31, 2010), the Department recommends that the following regulatory language be added to the current regulatory language:

"Nothing in this Subpart shall be construed to affect the statutory right of a school district or BOCES to terminate a probationary teacher or principal or to restrict a school district's or BOCES' discretion in making a tenure determination pursuant to the law".

## Monitoring and Consequences

Some commenters have inquired as to whether the Department will be monitoring and enforcing the regulatory language. To address this inquiry, the Department recommends that a new section be added to the regulations to provide that the Department will annually monitor and analyze trends and patterns in teacher and principal evaluation results and data to identify districts, BOCES and/or schools where evidence suggests that a more rigorous evaluation system is needed to improve educator effectiveness and student learning outcomes. This section will also clarify that schools, districts or BOCES in certain categories may be highlighted in public reports and/or the Commissioner may order a corrective action plan, where appropriate.

The attached draft regulation reflects all the foregoing recommendations. If the Board adopts the draft regulations at the May meeting, a Notice of Emergency Adoption and Proposed Rule Making concerning the proposed amendment will be published in the State Register on June 8, 2011. Thereafter, there will be a formal 45-day public comment period pursuant to the State Administrative Procedure Act.

## Recommendation

Staff recommends that the Board of Regents take the following action:

VOTED: That paragraph (1) of subdivision (o) be repealed and paragraph (2) of subdivision (o) be renumbered paragraph (1) of subdivision (o), subparagraph (ii) of renumbered paragraph (1) of subdivision (o) be amended, subclause (1) of clause (a) of subparagraph (iv) of renumbered paragraph (1) of subdivision (o) be amended, subclauses (v) through (vii) of renumbered paragraph (1) of subdivision (o) be renumbered subparagraphs (vi) through (viii) of renumbered paragraph (1) of subdivision (o) and that a new subparagraph (v) of renumbered paragraph (1) of subdivision (o) of section 100.2 of the Regulations of the Commissioner of Education be added, effective July 1, 2011, and that a new Subpart 30-2 of the Rules of the Board of Regents be added, as submitted, effective May 20, 2011, as an emergency action upon

a finding by the Board of Regents that such action is necessary for the preservation of the general welfare in order to timely implement the provisions of section 3012-c of the Education Law and to ensure that school districts and BOCES are given sufficient notice of the new APPR requirements for classroom teachers and building principals and to provide school district and BOCES with time to locally negotiate certain provisions in the proposed amendments before the 2011-2012 school year.

#### Timetable for Implementation

If adopted as an emergency measure at the May meeting, the proposed amendments relating to new Subpart 30-2 will take effect on May 20, 2011 and the proposed amendments relating to section 100.2 will take effect on July 1, 2011. It is anticipated that the proposed rule will be presented for permanent adoption at a subsequent Regents meeting, after publication of the Notice of Proposed Rule Making in the State Register and expiration of the 45-day public comment period prescribed in the State Administrative Procedure Act.



Summary of Provisions in Draft Regulations: May 17, 2011

<b>Student Achievement Measures: Teachers</b>		
	<b>ELA/Math 4-8 (2011-12 and beyond)</b>	<b>All Other Classroom Teachers (2012-13 and beyond)</b>
<p><b>Growth on State Assessments</b>  20 points (25 with approved VA model)</p>	<ul style="list-style-type: none"> <li>• Result of student growth percentile model, which may include consideration of poverty, ELL, SWD status</li> <li>• Value-added model with additional controls when approved, which can be no earlier than 2012-2013</li> <li>• Policies on Teacher of Record and linked students</li> <li>• State to issue RFP for provider of growth and value-added measures</li> </ul>	<ul style="list-style-type: none"> <li>• Approach 65% coverage of teachers with growth/value-added measures by extending growth/VA model, as applicable, to existing and new (if resources available) state assessments:                             <ul style="list-style-type: none"> <li>○ 9-11 ELA 2011</li> <li>○ Math Regents</li> <li>○ PARCC as available</li> <li>○ If approved: 6-8 science, social studies and related Regents</li> <li>○ If approved: progress monitoring in K-3 ELA, math</li> </ul> </li> <li>• Feasibility analysis with each expansion area to determine applicability of growth/VA methodology to pre/post tests</li> </ul>
<p><b>Growth Using Comparable Measure (20 points) when no state assessment with an approved growth/VA model</b></p>	<p>N/A</p>	<p><b>For all applicable grades/subjects:</b> State-determined district-wide student growth goal-setting process used with:  <b>For core subjects: 6-8 science and social studies, high school English Language Arts, math, science and social studies courses associated in 2010-11 with Regents exams or, in the future, with other state assessments:</b></p> <ul style="list-style-type: none"> <li>• State assessment if one exists (or Regent equivalents)</li> <li>• If not, District determined assessment from list of state-approved 3<sup>rd</sup> party assessments and Regents equivalents</li> </ul> <p><b>For other grades/subjects: District-determined assessments from options below:</b></p> <ul style="list-style-type: none"> <li>• List of State-approved 3<sup>rd</sup> party assessments</li> <li>• District- or BOCES-developed assessments provided that the district or BOCES verifies comparability and rigor</li> <li>• School-wide, group, or team results based on state assessments</li> <li>• School or teacher-created assessment</li> </ul>

**Student Achievement Measures:  
Teachers  
(Continued)**

**Locally  
selected  
measures of  
Student  
Achievement**

20 percent (15%  
after VA model)

**Locally comparable means:**

The same locally selected measures of student achievement or growth across all classrooms in same grade/subject in district or BOCES.

Districts may use more than one type of locally selected measure for different groups of teachers within a grade/subject if districts/BOCES prove comparability based on standards of Education and Psychological Testing.

**May use growth or achievement measure from these options:**

- List of State-approved 3<sup>rd</sup> party, State or Regent-equivalent assessments.
- District, regional or BOCES-developed assessments provided that the district or BOCES verifies comparability and rigor
- School-wide, group, or team results based on state or allowable local assessments, provided that the district or BOCES verifies comparability and rigor
- Structured District or BOCES-wide goal setting process for use with any state, local, or school (teacher-created) assessment agreed to by evaluator and teacher provided that the district or BOCES verifies comparability and rigor

***State will issue RFQ for 3<sup>rd</sup> party assessments that meet prescribed criteria for state-approved list.***

## Student Achievement Measures Principals

	<b>Elem/Middle (2011-12 and beyond)</b>	<b>High Schools (2012-13 and beyond; optional in 2011-12)</b>
<b>Growth on State Assessments</b> 20 points (25 with approved VA model)	<ul style="list-style-type: none"> <li>• Result of student growth/VA model</li> <li>• Add grades and/or subjects as growth/VA model applies</li> </ul>	<ul style="list-style-type: none"> <li>• Result of growth/VA model as applied to English and Math State assessments</li> <li>• Add subjects and a progress to graduation metric as growth/VA model applies</li> </ul>
<b>Other Comparable measures</b> If principal has no grades with state assessment and an approved VA model	State-determined district-wide student growth goal setting process with school-level results from : <ul style="list-style-type: none"> <li>• Approved assessments for core subjects as defined for teachers, if applicable</li> <li>• If no core subjects applicable to this school, District-determined school-level results from comparable measures used to assess student growth for teachers in schools with this grade configuration</li> </ul>	
<b>Locally Selected measures of Student Achievement</b>	Comparable means the same locally selected measures used for all principals in same or similar programs or grade configuration across District or BOCES	
<b>20 points (15 after VA model)</b>	<b>May choose growth or achievement measure from these options:</b> <ul style="list-style-type: none"> <li>• Student performance on any or all district-wide locally selected measures approved for use in teacher evaluations</li> <li>• Achievement on state tests (% proficient)</li> <li>• Growth or achievement for student subgroups (SWD, ELL, students starting at specific performance levels (e.g. level 1, 2) on state or other assessments.</li> </ul>	<b>May choose growth or achievement measure from these options:</b> <ul style="list-style-type: none"> <li>• Applicable options from elem/middle school column</li> <li>• Percent of cohort achieving specified score on Regents exams, AP, IB or other Regents-equivalents Graduation rates ( 4,5,6 years) and/or drop-out rates</li> <li>• Graduation % with Advanced Regents designation and/or honors</li> <li>• Credit accumulation (e.g. 9<sup>th</sup> and 10<sup>th</sup> grade) or other strong predictor of progress to graduation</li> </ul>

OTHER 60 POINTS	TEACHER	Principal
<b>Standards</b>	NYS Teaching Standards	ISLLC 2008
<b>Choice of rubrics</b>	Menu of state-approved choices for rubrics to assess performance based on standards. Also district variance process available for district or BOCES that seeks to use a rubric not on State-approved list. State to issue RFQ for rubrics that meet prescribed criteria.	
<b>Requirements and options:</b>	<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>• Multiple measures</li> <li>• At least 40 of the 60 points based on classroom observation</li> <li>• Multiple observations by principal or other trained administrator are required</li> <li>• Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• Observation by trained evaluators independent of school and/or trained in-school peer teachers may be included in portion of 60 points assigned to classroom observation</li> <li>• Observations may be in-person or by video.</li> <li>• Structured review of student work and/or teacher artifacts using "portfolio" or "evidence binder" processes</li> <li>• Feedback from students, parents, and/or other teachers using structured survey tools</li> <li>• Individual professional growth goals with teacher self-reflection (maximum 5 points)</li> </ul>	<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>• Multiple measures</li> <li>• At least 40 of 60 points based on supervisor's broad assessment of principal leadership and management actions <ul style="list-style-type: none"> <li>○ Must incorporate supervisory visit(s) to school and at least two other sources of evidence from the following options: structured feedback from constituencies including: teachers, students, and/or families; school visits by other trained independent evaluators; review of school documents, records, state accountability processes and/or other locally-determined sources</li> </ul> </li> </ul> <p>Any remaining points will be based on results of one or more ambitious and measurable goals set collaboratively with their lead evaluators.</p> <ul style="list-style-type: none"> <li>• At least one goal must address the principal's contribution to improving teacher effectiveness, including but not limited to improved retention of high performing teachers, student growth scores of teachers granted vs. denied tenure; the quality of feedback provided to teachers, facilitation of teacher participation in professional development opportunities and/or the quality and effectiveness of teacher evaluations</li> <li>• Any other goals shall address quantifiable and verifiable improvements in academic results or the school's learning environment resulting from principal's leadership and commitment to their own professional growth</li> <li>• Any remaining leadership standards not addressed through above requirements must be assessed at least once a year</li> </ul>

## Teacher and Principal: Subcomponent and Composite Scoring and Ratings

The legislation requires the Regents to prescribe the scoring ranges for each of the following rating categories: Highly Effective, Effective, Developing and Ineffective (HEDI).

SED will require districts to do the following around scoring of the subcomponents of evaluation for local achievement measures and the "other 60%".

- The process by which points are assigned in subcomponents must be transparent and provided in advance to those being rated.
- District plans must be made publicly available on the district's or BOCES' website and must specify how points will be assigned based on locally selected student achievement and other measures.
- The method for assigning subcomponent points must identify how points will be awarded within four performance levels (HEDI) for the "local measures of student achievement" and the "other measures of effectiveness" subcomponents using the following standards:

Level	Growth	Local assessment growth or achievement	Other (Teacher and Leader 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 are well below 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>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>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.

*Commissioner will review specific scoring ranges annually before the start of each school year and recommend any changes to the Board of Regents. For 2011-12, these will be:*

Level	Measures of student growth	Local measures of student achievement	Other 60 points	Overall Composite Score
<b>Ineffective</b>	<b>0-2</b>	<b>0-2</b>	<b>Ranges determined locally</b>	<b>0-64</b>
<b>Developing</b>	<b>3-11</b>	<b>3-11</b>		<b>65-74</b>
<b>Effective</b>	<b>12-17</b>	<b>12-17</b>		<b>75-90</b>
<b>Highly Effective</b>	<b>18-20</b>	<b>18-20</b>		<b>91-100</b>

## District Annual Professional Performance Review Plan

Annually, each district will submit to the State a professional performance review plan and make it public on their web-site including:

- the process for ensuring that SED receives timely and accurate teacher, course and student "linkage" data, and the process for teachers and principals to verify the courses and/or student rosters assigned to them;
- process for reporting to SED the individual subcomponent scores and the total composite effectiveness score for each applicable educator;
- description of the assessment development, security, and scoring processes utilized by district or BOCES including ensuring that assessments are not disseminated to students before administration and that teachers or principals do not have a vested interest in the outcome of the assessments they score;
- decisions about local measures of student achievement; teacher and principal practice rubrics; any other instruments (such as surveys, self-assessments, portfolios); and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher or principal effectiveness;
- how educators will receive timely and constructive feedback as part of the evaluation process;
- how appeals of annual performance evaluations will be handled.

### Other Requirements in Regulations

- District or BOCES must address how the performance of teachers or principals whose performance is evaluated as needing an individual improvement plan;
- District or BOCES must ensure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations, consistent with regulations. Evaluator training will address specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities;
- How District or BOCES will ensure that lead evaluators maintain inter-rater reliability over time and the how they will periodically recertify lead evaluators;
- SED will conduct ongoing monitoring and may require corrective action around evaluation implementation.

STATEMENT OF FACTS AND CIRCUMSTANCES WHICH NECESSITATE  
EMERGENCY ACTION

On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education Law, establishing a comprehensive evaluation system for classroom teachers and building principals. The new law requires each classroom teacher and building principal to receive an annual professional performance review (APPR) resulting in a single composite effectiveness score and a rating of "highly effective," "effective," "developing," or "ineffective." The composite score is determined as follows:

- 20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model)
- 20% is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model)
- The remaining 60% is based on other measures of teacher/principal effectiveness consistent with standards prescribed by the Commissioner in regulation

For the 2011-2012 school year, the law only applies to classroom teachers in the common branch subjects, English language arts or mathematics in grades 4-8 and the building principals of schools in which such teachers are employed. In the 2012-2013 school year, the new law applies to all classroom teachers and building principals. However, 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 2011-2012 school year so that New York can quickly move to a comprehensive teacher and principal evaluation system.

By law, the APPR is required to be a significant factor in employment decisions such as promotion, retention, tenure determinations, termination, and supplemental compensation, as well as a significant factor in teacher and principal professional development.

If a teacher or principal is rated "developing" or "ineffective," the school district or BOCES is required to develop and implement a teacher or principal improvement plan (TIP or PIP). Tenured teachers and principals with a pattern of ineffective teaching or performance – defined by law as two consecutive annual "ineffective" ratings – may be charged with incompetence and considered for termination through an expedited hearing process.

The law further provides that all evaluators must be appropriately trained consistent with standards prescribed by the Commissioner and that appeals procedures must be locally developed in each school district and BOCES.

Section 3012-c of the Education Law requires that any regulations needed to implement the new evaluation system be implemented no later than July 1, 2011, after consultation with an advisory committee. In September 2010, the Department convened an advisory committee known as the Regents Task Force on Teacher and Principal Effectiveness ("Task Force"), which is comprised of representatives of teachers, principals, superintendents of schools, school boards, school districts and board of cooperative educational services officials, and other interested parties. The Task Force has been meeting since September 2010 and they have been divided into workgroups to provide guidance and consider certain aspects of Education Law 3012-c. Throughout its deliberations, the Task Force has been supported by the active



participation of teams of research advisors, and numerous experts have made presentations to the Task Force. Research and best practice examples were disseminated and discussed at length.

After months of discussion and deliberations, the Task Force generated a written report of their recommendations. At the April 2011 Regents meeting, the Task Force presented their recommendations to the Board of Regents. Thereafter, the Department presented their recommendations, which incorporated most of the Task Force's recommendations. At that point, the Regents directed the Department to draft regulations reflecting the Department's recommendations.

The proposed regulations implement the new law, by adding a new Subpart 30-2 to the Rules of the Board of Regents to establish the requirements for the new evaluation system.

A new Subpart 30-2 is also added to the Rules of the Board of Regents to establish the requirements for the new evaluation system. Section 30-2.1 explains that during the 2011-12 school year, teachers and principals who are not covered by the new law must still be evaluated under the existing APPR regulations and districts and BOCES must comply with the requirements in Subpart 30-2 for classroom teachers and building principals covered by the new law. It also reiterates the language from the statute that says the regulations do not override any conflicting provisions of any collective bargaining agreement in effect on July 1, 2010 until the agreement expires and a successor agreement is entered into; at that point, however, the new evaluation regulations apply. In response to comments, a revision to this section was also made to clarify that nothing in the regulations shall be construed to affect the statutory right of a school district or BOCES to terminate a probationary teacher or principal or to restrict

a school district's or BOCES' discretion in making a tenure determination pursuant to the law.

Section 30-2.2 defines the terms used throughout the regulations. Section 30-2.3 lists the information that every district or BOCES must include in its APPR plan.

Section 30-2.4 lays out all the requirements for evaluating classroom teachers in common branch subjects, English language arts (ELA), and math in grades 4-8 and their building principals for the 2011-12 school year. This section explains that 20 points of the evaluation will be based on student growth on State assessments and 20 points will be based on locally selected measures; explains what types of locally selected measures of student achievement may be used (first for teachers, then for principals); and describes what types of other measures of effectiveness may be used for the remaining 60 points, including observations, surveys, etc. (first for teachers, then for principals).

Section 30-2.5 lays out the requirements for evaluating all classroom teachers and building principals for the 2012-13 school year and thereafter, following the same order as the preceding section. This section explains how the requirements for the State assessment and locally selected measures subcomponents will differ, including the points assigned for each subcomponent, depending on whether the Board of Regents has approved a value-added growth model for particular grades/courses and subjects. The remaining 60 points will be assigned based on the same criteria as the preceding section.

Section 30-2.6 explains how the subcomponents should be scored and provides scoring ranges for the State assessment and locally selected measures subcomponents and the overall rating categories. Sections 30-2.7 and 30-2.8 outline the processes by which the Department will review and approve teacher and principal

practice rubrics and student assessments, respectively, for use in districts' and BOCES' teacher and principal evaluation systems. Section 30-2.9 describes the requirements for evaluator training; Section 30-2.10 covers teacher and principal improvement plans; and Section 30-2.11 covers appeal procedures.

The recommended action is proposed as an emergency measure upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare in order to timely implement the provisions of section 3012-c of the Education Law by July 1, 2011, to ensure that school districts and BOCES are given sufficient notice of the new APPR requirements and to provide school districts and BOCES with time to locally negotiate certain provisions in the proposed amendments before the 2011-2012 school year.

AMENDMENT TO THE RULES OF THE BOARD OF REGENTS AND THE  
REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 101, 207, 215, 305, 3012-c of the Education  
Law and Chapter 103 of the Laws of 2010.

1. Paragraph (1) of subdivision (o) of section 100.2 of the Regulations of  
the Commissioner of Education is repealed, effective July 1, 2011.

2. Paragraph (2) of subdivision (o) of section 100.2 of the Regulations of  
the Commissioner of Education is renumbered paragraph (1) of subdivision (o) of  
section 100.2 of the Regulations of the Commissioner of Education, effective July  
1, 2011.

3. Subparagraph (ii) of renumbered paragraph (1) of subdivision (o) of  
section 100.2 of the Regulations of the Commissioner of Education is amended,  
effective July 1, 2011, to read as follows:

(ii) Annual review. The governing body of each school district and BOCES  
shall ensure that the performance of all teachers providing instructional services  
or pupil personnel services, as defined in section 80-1.1 of this Title, is reviewed  
annually in accordance with this subdivision, except evening school teachers of  
adults enrolled in nonacademic, vocational subjects; and supplementary school  
personnel, as defined in section 80-5.6 of this Title, and any classroom teacher  
subject to the evaluation requirements prescribed in Subpart 30-1 of this Title.

4. Subclause (1) of clause (a) of subparagraph (iv) of renumbered  
paragraph (1) of subdivision (o) of section 100.2 of the Regulations of the

Commissioner of Education is amended, effective July 1, 2011, to read as follows:

(1) Except as otherwise provided in subparagraph (o)(1)(ii) of this subdivision, [By] by September 1, 2011, the governing body of each school district and BOCES shall adopt a plan, which may be an annual or multi-year plan, for the annual professional performance review of its teachers providing instructional services or pupil personnel services, as defined in section 80-1.1 of this Title, that meets the content requirements prescribed in clause (b) of this subparagraph.

5. Subparagraphs (v) through (vii) of renumbered paragraph (1) of subdivision (o) of section 100.2 of the Regulations of the Commissioner of Education shall be renumbered subparagraphs (vi) through (viii) of renumbered paragraph (1) of subdivision (o) of section 100.2 of the Regulations of the Commissioner of Education, effective July 1, 2011.

6. A new subparagraph (v) of renumbered paragraph (1) of subdivision (o) of section 100.2 of the Regulations of the Commissioner of Education shall be added, effective July 1, 2011, to read as follows:

(v) Performance review of principals. The governing body of each school district shall annually review the performance of all building principals, as defined in Subpart 30-2 of this Title, according to procedures developed by such body in consultation with such building principals. Such procedures shall be filed in the district office and available for review by any individual no later than September 10<sup>th</sup> of each year.

7. Clause (b) of renumbered subparagraph (viii) of renumbered paragraph (1) of subdivision (o) of section 100.2 shall be repealed, effective July 1, 2011.

8. The title of Part 30 of the Rules of the Board of Regents is amended, effective May 20, 2011, to read as follows:

Part 30

[TENURE] TENURE AREAS AND ANNUAL PROFESSIONAL PERFORMANCE REVIEWS FOR CLASSROOM TEACHERS AND BUILDING PRINCIPALS

9. A new Subpart 30-2 is added, effective May 20, 2011, to read as follows:

Subpart 30-2 Annual Professional Performance Reviews of Classroom Teachers and Building Principals.

§30-2.1. Applicability.

(a) For annual professional performance reviews conducted by school districts for the 2011-2012 school year, the governing body of each school district shall ensure that:

(1) reviews of all classroom teachers of common branch subjects or English language arts or mathematics in grades four to eight and all building principals of schools in which such teachers are employed are conducted in accordance with the requirements of section 3012-c of the Education Law and the provisions of this Subpart; and

(2) reviews of classroom teachers and building principals (other than classroom teachers in the common branch subjects or English

language arts or mathematics in grades four to eight or the building principals in which such teachers are employed) are conducted in accordance with subdivision (o) of section 100.2 of this Title.

(b) For annual professional performance reviews conducted by school districts or BOCES in the 2012-2013 school year and any school year thereafter, the governing body of each school district and BOCES shall ensure that the reviews of all classroom teachers and building principals are conducted in accordance with the requirements of section 3012-c of the Education Law and the provisions of this Subpart.

(c) Nothing in this Subpart shall be construed to abrogate any conflicting provisions of any collective bargaining agreement in effect on July 1, 2010 during the term of such agreement and until entry into a successor collective bargaining agreement, provided that notwithstanding any other provision of law to the contrary, upon expiration of such term and the entry into a successor collective bargaining agreement, all the provisions of this Subpart shall apply.

(d) Nothing herein shall be construed to affect the statutory right of a school district or BOCES to terminate a probationary teacher or principal or to restrict a school district's or BOCES' discretion in making a tenure determination pursuant to the law.

(e) Nothing in this Subpart shall be construed to preclude a school district or BOCES from adopting an annual professional performance review for the 2011-2012 school year that applies to all classroom

teachers and building principals in accordance with this Subpart or for BOCES, for classroom teachers of common branch subjects or English language arts or mathematics in grades four to eight and all building principals in which such teachers are employed.

§30-2.2 Definitions. As used in this Subpart:

(a) Approved teacher or principal practice rubric shall mean a rubric approved by the Commissioner for inclusion on the State Education Department's list of approved rubrics in teacher or principal evaluations.

(b) Approved student assessment shall mean a standardized student assessment approved by the Commissioner for inclusion in the State Education Department's lists of approved standardized student assessments for the locally selected measures subcomponent and/or to measure student growth in non-tested subjects for the State assessment or other comparable measures subcomponent.

(c) Building principal or principal shall mean a principal or co-principal of a registered public school or an administrator in charge of an instructional program of a school district or board of cooperative educational services.

(d) Classroom teacher or teacher shall mean a teacher in the classroom teaching service as that term is defined in section 80-1.1 of this Title, who is a teacher of record as defined in this section, except evening school teachers of adults enrolled in nonacademic, vocational subjects.



and supplemental school personnel as defined in section 80-5.6 of this Title.

(e) Common branch subjects shall mean common branch subjects as defined in section 80-1.1 of this Title.

(f) Composite effectiveness score shall mean the total effectiveness score out of 100 points assigned to a teacher or principal for an evaluation conducted pursuant to this Subpart. This score shall be calculated based on the sum of the three subcomponent scores described below:

(1) student growth on State assessments or other comparable measures: (0-20 points for the 2011-2012 school year and in subsequent school years for those grades/subjects where there is no value-added growth model approved by the Board of Regents, and 0-25 points for the 2012-2013 school year and thereafter for those grades/subjects where a value-added growth model is approved by the Board of Regents);

(2) locally selected measures of student achievement (0-20 points for the 2011-2012 school year and in subsequent school years for those grades/subjects where there is no value-added growth model approved by the Board of Regents, and 0-15 points for the 2012-2013 school year and thereafter for those grades/subjects where a value-added growth model is approved by the Board of Regents); and

(3) other measures of teacher and principal effectiveness (0-60 points for the 2011-2012 school year and thereafter).

(g) Co-principal means a certified administrator under Part 80 of this Title, designated by the school's controlling authority to have executive authority, management, and instructional leadership responsibility for all or a portion of a school or BOCES-operated instructional program, in a situation in which more than one such administrator is so designated. The term co-principal implies equal line authority, with each designated administrator reporting to a district-level or comparable BOCES-level supervisor.

(h) Developing means a rating received by a teacher or building principal, wherein the teacher or principal receives a composite effectiveness score within the minimum and maximum scoring range for this rating category as prescribed by the Commissioner in section 30-2.6 of this Subpart.

(i) Effective means a rating received by a teacher or building principal, wherein the teacher or building principal receives a composite effectiveness score within the minimum and maximum scoring range for this rating category as prescribed by the Commissioner in section 30-2.6 of this Subpart.

(j) Evaluator shall mean any individual who conducts an evaluation of a classroom teacher or building principal under this Subpart.

(k) Highly Effective means a rating received by a teacher or building principal, wherein the teacher or building principal receives a composite effectiveness score within the minimum and maximum scoring range for this rating category as prescribed by the Commissioner in section 30-2.6 of this Subpart.

(l) Ineffective means a rating received by a teacher or building principal, wherein the teacher or building principal receives a composite effectiveness score between the minimum and maximum scoring ranges for this rating category, as prescribed by the Commissioner in section 30-2.6 of this Subpart.

(m) Lead evaluator shall mean the primary individual responsible for conducting and completing an evaluation of a classroom teacher or building principal under this Subpart. To the extent practicable, the building principal, or his or her designee shall be the lead evaluator of a classroom teacher in this Subpart.

(n) Leadership standards shall mean the Educational Leadership Policy Standards: ISLLC 2008 as adopted by the National Policy Board for Educational Administration (Council of Chief State School Officers, Washington DC, One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431; 2008- available at the Office of Counsel, State Education Department, State Education Building, Room 148, 89 Washington Avenue, Albany, New York 12234).

(o) Student growth means the change in student achievement for an individual student between two or more points in time.

(p) Student growth percentile score shall mean the result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student's performance to that of similarly achieving students.

(g) Subcomponents of the composite effectiveness score shall mean the three subcomponents of a teacher's or principal's evaluation and composite effectiveness score as described in subdivision (f) of this section.

(r) Teacher or principal student growth percentile score shall mean a measure of central tendency of the student growth percentile scores for a teacher's or principal's students after one or more of the following student characteristics are taken into consideration: poverty, students with disabilities and English language learners.

(s) Teacher(s) of record shall mean, for the 2011-2012 school year, those teachers who are primarily and directly responsible for a student's learning activities that are aligned to the performance measures of a course consistent with guidelines prescribed by the Commissioner. For the 2012-2013 school year and school years thereafter, teachers of record shall be defined in a manner prescribed by the Commissioner.

(t) Testing Standards shall mean the "Standards for Educational and Psychological Testing" (American Psychological Association, National Council on Measurement in Education, and American Educational Research Association; 1999- available at the Office of Counsel, State Education Department, State Education Building, Room 148, 89 Washington Avenue, Albany, New York 12234).

(u) The governing body of each school district shall mean the board of education of each school district, provided that, in the case of the City School District of the City of New York, it shall mean the Chancellor of the City School

District of the City of New York or, to the extent provided by law, the board of education of the City School District of the City of New York and, in the case of BOCES, it shall mean the board of cooperative educational services.

(v) Value-added growth score shall mean the result of a statistical model that incorporates a student's academic history and may use other student demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics that are generally not in the teacher's or principal's control. The characteristics included may be different for teachers and principals, based on empirical evidence and policy determinations.

§30-2.3 Requirements for annual professional performance review plans submitted under this Subpart.

(a) Applicability.

(1) By September 1, 2011, the governing body of each school district shall adopt a plan in accordance with the requirements of this Subpart for the annual professional performance review of its classroom teachers of common branch subjects, English language arts or mathematics in grades four to eight and building principals of schools in which such teachers are employed. To the extent that any of the items required to be included in the annual professional performance review plan are not finalized by September 1, 2011 as a result of pending collective bargaining negotiations, the plan shall identify those specific parts of the plan and the school district shall file an amended plan upon completion of such negotiations.

(2) By September 1, 2012, the governing body of each school district and BOCES shall adopt a plan in accordance with the requirements of this Subpart, which may be an annual or multi-year plan, for the annual professional performance review of all of its classroom teachers and building principals. To the extent that any of the items required to be included in the plan are not finalized by September 1, 2012, or by September 1 of any subsequent year, as a result of pending collective bargaining negotiations, the plan shall identify those specific parts of the plan and the school district or BOCES shall file an amended plan upon completion of such negotiations.

(3) Such plan shall be approved by the governing body of each school district or BOCES, filed in the district or BOCES office, as applicable, and made available to the public on its web-site no later than September 10<sup>th</sup> of each school year, or within ten days after its adoption, whichever shall later occur.

(b) Content of the Plan. The annual professional performance review plan shall:

(1) describe the school district's or BOCES' process for ensuring that the Department receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner. This process shall also provide an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;

(2) describe how the district or BOCES will report to the Department the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in the school district or BOCES, in a format and timeline prescribed by the Commissioner;

(3) describe the assessment development, security, and scoring processes utilized by the school district or BOCES. Such processes shall ensure that any assessments and/or measures used to evaluate teachers and principals under this section are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score;

(4) describe the details of the school district's or BOCES' evaluation system, which shall include, but not be limited to, the local measures of student achievement that will be used for the evaluation of teachers and principals, the name of the approved teacher and/or principal practices rubric that the district or BOCES uses or evidence that a variance has been granted from this requirement, any other instruments (such as observations, surveys, self-assessment, portfolios) that will be used to evaluate a teacher's or principal's performance for the remaining 60 points of the evaluation, and the district's or BOCES' scoring methodology for the assignment of points to the following subcomponents: locally selected measures of student achievement and other measures of teacher or principal effectiveness;

(5) describe how the school district or BOCES will provide timely and constructive feedback to classroom teachers and building principals on their annual professional performance review;

(6) describe the appeal procedures that the district or BOCES is using under section 30-2.11 of this section; and

(7) include any required certifications to be included in the plan under this Subpart.

§30-2.4 Standards and criteria for conducting annual professional performance reviews and for scoring the subcomponents of such reviews in the 2011-2012 school year for classroom teachers of common branch subjects or English language arts or mathematics in grades four to eight and all building principals employed in such schools.

(a) Composite effectiveness score. Annual professional performance reviews conducted pursuant to this section shall differentiate teacher and principal effectiveness using a composite effectiveness score. Based on such composite effectiveness score, a classroom teacher or building principal shall be rated as Highly Effective, Effective, Developing or Ineffective as defined in this Subpart.

(b) State assessments or other comparable measures subcomponent.

Twenty points of the teacher's or principal's composite effectiveness score shall be based upon the teacher's or principal's student growth percentile score on State assessments in English language arts and/or mathematics in grades four to eight.



(c) Locally selected measures.

(1) Twenty points of the teacher's or principal's composite effectiveness score shall be based upon locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms.

(2) For purposes of this section:

(i) rigorous shall mean that the locally selected measure is aligned to the New York State learning standards or, in instances where there are no such standards that apply to a subject/grade level, evidence of alignment to research-based learning standards and, to the extent practicable, the locally selected measure must be valid and reliable as defined by the Testing Standards.

(ii) comparable across classrooms shall mean that the same locally selected measure(s) of student achievement or growth is used across a subject and/or grade level within the school district or BOCES. For principals, the same locally selected measure(s) must be used for all principals in the same or similar program or grade configuration in that school district or BOCES.

(3) Classroom Teachers.

(i) Except as otherwise provided in subparagraphs (ii) and (iii) of this paragraph, one or more of the following types of locally selected measures of student achievement or growth may be used for the evaluation of classroom teachers:

(a) a student assessment approved by the Department pursuant to the request for qualification process described in section 30-2.8 of this Subpart;

(b) a district, regional or BOCES-developed assessment;

(c) a school-wide, group or team metric based on a State assessment, an approved student assessment or a district, regional or BOCES-developed assessment, across multiple classrooms in a grade level or subject area (e.g., school-wide growth on a locally selected math assessment or grade-level growth on the grade four English language arts State assessment);

(d) student achievement on State assessments, Regents examinations and/or Department approved alternative examinations as described in section 100.2(f) of this title (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.);  
or

(e) a structured district-wide student growth goal-setting process to be used with any State assessment, an approved student assessment, or other school or teacher-created assessment.

(ii) For school districts or BOCES that use one of the measures enumerated in clauses (b), (c) or (e) of subparagraph (i) of this paragraph, the superintendent, district superintendent or Chancellor shall certify, in the annual professional performance review plan, that the measure is rigorous and comparable across classrooms as defined in this subdivision and explain how the locally selected measure meets these requirements.

(iii) For school districts or BOCES that use more than one of the local measures described in subparagraph (i) of this paragraph for a grade/subject (e.g. one measure is utilized for some of the district's fifth grade math classes and another measure is utilized for the other fifth grade math classes in the

district), the superintendent, district superintendent or Chancellor shall certify in the annual professional performance review plan that the measures are comparable, in accordance with the Testing Standards.

(4) Principals.

(i) Except as otherwise provided in subparagraph (ii) of this paragraph, one or more of the following types of local measures of student achievement or growth may be used for the evaluation of principals, provided that each measure is rigorous and comparable across classrooms as defined in this section:

(a) student achievement levels on State assessments in English language arts and/or mathematics in grades four to eight (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced, as defined in section 100.2(p)(1)(v) of this Title);

(b) student growth or achievement on State or other assessments in English language arts and/or mathematics in grades four to eight for students in each of the performance levels described in section 100.2(p)(1)(v) of this Title;

(c) student growth or achievement on State assessments in English language arts and/or mathematics in grades four to eight for students with disabilities and English language learners in grades four to eight;

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations as described in paragraph (3) of this subdivision;

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades;

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors as defined in section 100.5(b)(7) of this Title, for principals employed in a school with high school grades;

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations as described in section 100.2(f) of this Title (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade); and/or

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades.

(ii) For school districts or BOCES that choose to use more than one set of locally selected measures described in this paragraph for principals in the same or similar grade configuration or program (e.g., one set of locally selected measures is used to evaluate principals in some K-5 schools and another set of locally selected measures is used to evaluate principals in the other K-5 schools in the district), the superintendent or district superintendent shall, in their

professional performance review plan, certify that the sets of measures are comparable, in accordance with the Testing Standards.

(d) Other Measures of Teacher and Principal Effectiveness.

(1) Classroom Teacher.

(i) Sixty points of a teacher's composite effectiveness score shall be based on multiple measures, using the criteria prescribed in this subdivision. Such measures shall be aligned with the New York State Teaching standards, which are enumerated below, and their related elements and performance indicators:

(a) the teacher acquires knowledge of each student, and demonstrates knowledge of student development and learning to promote achievement for all students;

(b) the teacher knows the content they are responsible for teaching, and plans instruction that ensures growth and achievement for all students;

(c) the teacher implements instruction that engages and challenges all students to meet or exceed the learning standards;

(d) the teacher works with all students to create a dynamic learning environment that supports achievement and growth;

(e) the teacher uses multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction;

(f) the teacher demonstrates professional responsibility and engages relevant stakeholders to maximize student growth, development, and learning;

and

(g) the teacher sets informed goals and strives for continuous professional growth.

(ii) Rubric. A teacher's performance under this subcomponent must be assessed based on a teacher practice rubric(s) approved by the Department in accordance with section 30-2.7 of this Subpart. The same rubric(s) shall be used for all classroom teachers in a specific grade/subject across the district.

(a) Variance for use of existing rubrics. A variance may be granted to a school district or BOCES that seeks to use a rubric that is either a close adaptation of a rubric on the approved list, or a rubric that was self-developed or developed by a third-party, upon a finding by the Commissioner that the rubric meets the criteria described in section 30-2.7 of this Subpart and the school district or BOCES has demonstrated that it has made a significant investment in the rubric and has a history of use that would justify continuing the use of that rubric.

(b) Variance for use of new innovative rubrics. A variance may be granted to a school district or BOCES that seeks to use a newly developed rubric, upon a finding by the Commissioner that the rubric meets the criteria described in section 30-2.7 of this Subpart and the school district or BOCES has demonstrated how it will ensure inter-rater reliability and the rubric's ability to provide differentiated assessments over time.

(iii) Classroom Observations. In order to support continuous professional growth, at least 40 of these 60 points shall be based on classroom observations, which may be performed in-person or by video and shall include multiple

observations by a principal or other trained administrator. Some of these points may also be based on one or more observations by independent trained evaluators or in-school peer teachers.

(iv) The remaining points of the 60 points shall be based on a combination of any of the following criteria:

(a) evidence of student development and performance through structured reviews of student work and/or artifacts of teacher practice using portfolios or evidence binder processes;

(b) evidence that the teacher develops effective relationships with students, parents, caregivers and relevant stakeholders to maximize student growth, development and learning through the use of surveys and/or feedback from students, parents/caregivers and/or their peers using structured survey tools; or

(c) evidence that the teacher sets informed professional growth goals and strives for continuous professional growth as demonstrated through teacher self-reflections and teacher progress on professional growth goals, provided that no more than five points shall be attributed to this criterion.

(v) Any Teaching Standards that are not addressed in the classroom observations shall be assessed by the district at least once a year.

(2) Building Principals.

(i) Sixty points of a building principal's composite effectiveness score shall be based on multiple measures, using the criteria prescribed in this subdivision.

Such measures shall be aligned with the Leadership Standards, enumerated below, and their related functions:

An education leader promotes the success of every student by:

(a) facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;

(b) advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

(c) ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment;

(d) collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

(e) acting with integrity, fairness, and in an ethical manner; and

(f) understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(ii) Rubric. A principal's performance under this subcomponent must be assessed based on an approved principal practice rubric in accordance with section 30-2.7 of this Subpart. Such rubric shall be used for all building principals across the district or BOCES.

(a) Variance for use of existing rubrics. A variance may be granted to a school district or BOCES that seeks to use a rubric that is either a close adaptation of a rubric on the approved list, or a rubric that was self-developed or developed by a third-party, upon a finding by the Commissioner that the rubric



meets the criteria described in section 30-2.7 of this Subpart and the school district or BOCES has demonstrated that it has made a significant investment in the rubric and has a history of use that would justify continuing the use of that rubric.

(b) Variance for use of new innovative rubrics. A variance may be granted to a school district or BOCES that seeks to use a newly developed rubric, upon a finding by the Commissioner that the rubric meets the criteria described in section 30-2.7 and the school district or BOCES has demonstrated how it will ensure inter-rater reliability and the rubric's ability to provide differentiated assessments over time.

(iii) At least 40 of the 60 points assigned to this subcomponent shall be based on a broad assessment of the principal's leadership and management actions by the building principal's supervisor or a trained independent evaluator. This assessment must incorporate one or more school visits by a supervisor and at least two other sources of evidence from the following options: structured feedback from teachers, students, and/or families; school visits by other trained evaluators; review of school documents, records, state accountability processes and/or other locally-determined sources.

(iv) Any remaining points shall be assigned based on the results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents as follows:

(a) at least one goal must address the principal's contribution to improving teacher effectiveness, which may include, but need not be limited to: improved

retention of high performing teachers, the correlation between student growth scores of teachers granted tenure as opposed to those denied tenure, quality of feedback provided to teachers throughout the year, facilitation of teacher participation in professional development opportunities made available by the school district or BOCES and/or the quality and effectiveness of teacher evaluations conducted under this section; and

(b) any other goals shall address quantifiable and verifiable improvements in academic results or the school's learning environment resulting from the principal's leadership and commitment to their own professional growth.

(v) Any Leadership Standards not addressed in the assessment of the principal's leadership and management actions by the building principal's supervisor or a trained independent evaluator shall be assessed at least once a year.

§30-2.5 Standards and criteria for conducting annual professional performance reviews and for scoring the subcomponents for such reviews in the 2012-2013 school year and each school year thereafter.

(a) Composite effectiveness score. Annual professional performance reviews conducted pursuant to this section shall differentiate teacher and principal effectiveness using a composite effectiveness score. Based on such composite effectiveness score, a classroom teacher or building principal shall be rated as Highly Effective, Effective, Developing or Ineffective as defined in this Subpart.

(b) State assessments or other comparable measures of student growth.

(1) Classroom teachers:

(i) For classroom teachers who teach English language arts or mathematics in grades four to eight or teach a subject in any grade for which there is a State assessment with an approved value-added growth model (e.g., Regents examinations, State assessments in science in grades four and eight or any other State assessment that may be created), a score from 0 to 25 points will be generated for the State assessment subcomponent of the teacher's composite effectiveness score based on the teacher's value-added growth score on such assessment(s).

(ii) In the event the Board of Regents has not approved a value-added growth model for English language arts or mathematics in grades four to eight, a score from 0-20 points will be generated for this subcomponent using the teacher's student growth percentile score on such assessments for the 2012-2013 school year and thereafter until a value-added growth model is approved by the Board of Regents.

(iii) Except as otherwise provided in subparagraphs (i) and (ii) of this paragraph, for classroom teachers who teach one of the core subjects, as defined in this subparagraph, where there is no approved growth or value-added growth model at that grade level or in that subject, the school district or BOCES shall measure student growth based on a State-determined district- or BOCES-wide student growth goal setting process using a State assessment if one exists, or a Regents examination or Department approved alternative examination as described in section 100.2(f) of this Title (including, but not limited to, Advanced

Placement examinations, International Baccalaureate examinations, SAT II, etc.).  
If there is no State assessment or Regents examination for these  
grades/subjects, the district or BOCES must measure student growth based on  
the State determined goal-setting process with an approved student assessment,  
or a Department-approved alternative examination as described in section  
100.2(f) of this Title. For purposes of this subparagraph, core subjects shall be  
defined as science and social studies in grades six to eight and high school  
courses in English language arts, mathematics, science and social studies that  
lead to a Regents examination in the 2010-2011 school year, or a State  
assessment in the 2012-2013 school year or thereafter. A school district or  
BOCES shall generate a score from 0 to 20 points for this subcomponent.

(iv) For all other classroom teachers who teach grades/subjects where  
there is no value-added growth model approved by the Board of Regents, the  
school district or BOCES shall generate a score from 0 to 20 points for this  
subcomponent based on a State-determined district- or BOCES-wide student  
growth goal-setting process to be used with one or more of the following types of  
district-selected student assessments for each subject:

(a) State-approved student assessments;

(b) district-, regional- or BOCES- developed student assessments,  
provided that the district or BOCES verifies comparability and rigor as defined in  
section 30-2.4 of this Subpart;

(c) school- or BOCES- wide, group or team results based on State  
assessment(s); or

(d) school- or teacher-created student assessments.

(v) The school district or BOCES shall measure student growth using the same measure(s) of student growth for all classroom teachers in a course and/or grade level in a district or BOCES.

(vi) If the classroom teacher is responsible for teaching one or more course(s) for which there is an approved value-added growth model and one or more other course(s) for which no student growth or value-added growth model has been approved, a score shall be generated for this subcomponent based on a methodology prescribed by the Commissioner.

(2) Building Principals.

(i) For a building principal employed in a school or program where the English language arts and/or mathematics State assessments in grades four to eight were administered in that school year or in any other subject in any grade for which there is an assessment with an approved value-added growth model (e.g., Regents examinations, State assessments in science in grades four and eight or any other State assessment that may be created), the principal shall be assigned a score from 0-25 points for this subcomponent based on a formula prescribed by the Commissioner.

(ii) In the event the Board of Regents has not approved a value-added growth model for English language arts and/or mathematics State assessments in grades four to eight in the 2012-2013 school year, a score from 0-20 points will be generated using the principal's student growth percentile score on such assessments.

(iii) For a building principal employed in a school or program where core subjects as described in section subparagraph (b)(1)(iii) of section 30-2.4 of this Subpart are taught where there is no approved student growth or value-added growth model, principals must be evaluated based on a State-determined district- or BOCES- wide school- or program-wide goal setting process in accordance with the requirements in subparagraph (b)(1)(iii) of section 30-2.4 of this Subpart. The school district or BOCES shall measure student growth using the same district selected measure for all building principals employed in a school within the same grade configuration or program.

(iv) For a building principal employed in a school or program where there is no value-added growth model approved by the Board of Regents for any course and/or subject taught in the school and there are no core subjects taught in such school or program, a score from 0 to 20 points will be generated based on school- or BOCES-level student growth on one or more of the district selected measures approved by the Commissioner to evaluate teachers as part of the locally selected measures subcomponent of the evaluation as defined in subparagraph (c)(3)(i) of section 30-2.4 of this Title.

(v) If the building principal is employed in a school where there are subjects being taught that have an approved value-added growth model and there are other course(s) for which no value-added growth model has been approved, the building principal's score on this subcomponent shall be based on a methodology prescribed by the Commissioner.

(b) Locally Selected Measures.

(1) The score for the locally selected measures subcomponent shall be based on the State subcomponent score (e.g., if 0-25 points assigned to State subcomponent based on value-added growth model, a score of 0-15 points will be assigned to this subcomponent; and if 0-20 points is assigned to State subcomponent because there is no approved value-added growth model, a score of 0-20 points will be assigned to this subcomponent).

(2) A teacher's or principal's score for this subcomponent shall be based upon one or more of the approved locally selected measures of student achievement listed in section 30-2.4(c) of this Subpart, provided that such measures are rigorous and comparable across classrooms as defined in such section.

(c) The remaining 60 points of a teacher's or principal's composite effectiveness score shall be based on the standards prescribed in subdivision (d) of section 30-2.4 of this Subpart.

#### §30-2.6 Scoring Ranges for Rating Categories.

(a) The governing body of each school district and BOCES shall ensure that the rating category assigned to each classroom teacher and building principal is determined by a single composite effectiveness score that is calculated based on the scores received by the teacher or principal in each of the subcomponents in accordance with the requirements of this section.

(1) Overall Ratings. A classroom teacher and building principal shall be deemed to be:

(i) Highly Effective if they achieve a composite effectiveness score of 91-100.

(ii) Effective if they achieve a composite effectiveness score of 75-90.

(iii) Developing if they achieve a composite effectiveness score of 65-74.

(iv) Ineffective if they achieve a composite effectiveness score of 0-64.

(2) The Commissioner will review the specific scoring ranges for each of the rating categories annually before the start of each school year and will recommend any changes to the Board of Regents for approval.

(b) State Assessments or Other Comparable Measures Subcomponent.

(1) A classroom teacher and building principal shall receive:

(i) a Highly Effective rating in this subcomponent if the teacher's or principal's results are well-above the State average for similar students and they achieve a subcomponent score of 18-20;

(ii) an Effective rating in this subcomponent if the teacher's or principal's results meet the State average for similar students and they achieve a subcomponent score of 12-17;

(iii) a Developing rating in this subcomponent if the teacher's or principal's results are below the State average for similar students and they achieve a subcomponent score of 3-11; or

(iv) an Ineffective rating in this subcomponent, if the teacher or principal's results are well-below the State average for similar students and they achieve a subcomponent score of 0-2.



(2) The Commissioner will review the specific scoring ranges for each of the quality review categories annually before the start of each school year and will recommend any changes to the Board of Regents for approval.

(c) Locally selected measures.

(1) A classroom teacher and building principal shall receive:

(i) a Highly Effective rating in this subcomponent if the results are well-above district-adopted expectations for student growth or achievement and they achieve a subcomponent score of 18-20;

(ii) an Effective rating in this subcomponent if the results meet district-adopted expectations for growth or achievement and they achieve a subcomponent score of 12-17;

(iii) a Developing rating in this subcomponent if the results are below district-adopted expectations for growth or achievement and they achieve a subcomponent score of 3-11; or

(iv) an Ineffective rating in this subcomponent, if the results are well-below district-adopted expectations for growth or achievement and they achieve a subcomponent score of 0-2.

(2) The Commissioner will review the specific scoring ranges for each of the quality review categories annually before the start of each school year and will recommend any changes to the Board of Regents for approval.

(d) Other Measures of Teacher and Principal Effectiveness. The district or BOCES shall prescribe specific minimum and maximum scoring ranges for each performance level within this subcomponent before the start of each school

year and shall assign points to a teacher or principal for this subcomponent based on the following standards:

(1) A teacher or principal shall receive:

(i) a Highly Effective rating in this subcomponent if the teacher's or principal's overall performance and results exceed the New York State Teaching or Leadership Standards;

(ii) an Effective rating in this subcomponent if the teacher's or principal's overall performance and results meet the New York State Teaching or Leadership Standards;

(iii) a Developing rating in this subcomponent if the teacher's or principal's overall performance and results need improvement to meet the New York State Teaching or Leadership Standards; or

(iv) an Ineffective rating in this subcomponent if the teacher's or principal's overall performance and results do not meet the New York State Teaching or Leadership Standards.

(e) The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents must be transparent and available to those being rated before the beginning of each school year.

§30-2.7 Approval process for approved teacher and principal practice rubrics.

(a) A provider who seeks to place a teacher or principal practice rubric on the list of approved rubrics under this section shall submit to the Commissioner a written application in a form and within the time prescribed by the Commissioner.

(b) Teacher practice rubric. The Commissioner shall evaluate a rubric for inclusion on the Department's list of approved practice rubrics for classroom teachers pursuant to a request for qualification ("RFQ") process. Such proposals shall meet the following minimum criteria and any supplemental criteria outlined by the Commissioner in the RFQ process:

(1) the rubric must broadly cover the Teaching Standards and their related elements;

(2) the rubric must be grounded in research about teaching practice that supports positive student learning outcomes;

(3) the rubric must have four performance rating categories. If a rubric does not have four levels that match the rating categories of Highly Effective, Effective, Developing and Ineffective, the rubric's summary ratings must be easily convertible to the four rating categories that New York State has adopted;

(4) the rubric must clearly define the expectations for each rating category. The Highly Effective and Effective rating categories must encourage excellence beyond a minimally acceptable level of effort or compliance;

(5) to the extent possible, the rubric should rely on specific, discrete, observable, and/or measurable behaviors by students and teachers in the classroom with direct evidence of student engagement and learning;

(6) the rubric must use clear and precise language that facilitates common understanding among teachers and administrators;

(7) the rubric must be specifically designed to assess the classroom effectiveness of teachers;

(8) the rubric must include descriptions of any specific training and implementation details that are required for the rubric to be effective; and

(9) the rubric shall be applicable to all grades and subjects or if designed explicitly for specific grades and/or subjects, a rubric will only be approved for use in the grades or subjects for which it is designed.

(c) Principal Practice Rubric. The Commissioner shall evaluate a rubric for inclusion on the Department's list of approved practice rubrics for building principals pursuant to a request for qualification ("RFQ") process. Such proposals shall meet the following minimum criteria and any supplemental criteria outlined by the Commissioner in the RFQ process:

(1) the rubric must broadly cover the Leadership Standards and their related functions;

(2) the rubric must be grounded in research about leadership practice that supports positive student learning outcomes;

(3) the rubric must have four performance rating categories. If a rubric does not have four levels that match the rating categories of Highly Effective, Effective, Developing, and Ineffective, the rubric's summary ratings must be easily convertible to the four rating categories that New York State has adopted;

(4) the rubric must clearly define the expectations for each rating category. The Highly Effective and Effective rating categories must encourage excellence beyond a minimally acceptable level of effort or compliance;

(5) to the extent possible, the rubric should rely on specific, discrete, observable, and/or measurable behaviors by principals and their staff and students;

(6) the rubric must use clear and precise language that facilitates common understanding among building principals and their evaluators;

(7) the rubric must be specifically designed to assess the effectiveness of school leaders; and

(8) the rubric must include descriptions of any specific training and implementation details that are required for the rubric to be effective.

(d) Termination of approval of a teacher or principal scoring rubric.

(1) Approval for inclusion on the Department's list of approved rubrics may be withdrawn for good cause, including, but not limited to, a determination by the Commissioner that the rubric:

(i) does not comply with one or more of the criteria for approval set forth in this section or the criteria set forth in the request for qualification;

(ii) the Department determines that the practice rubric is not identifying meaningful and/or observable differences in performance levels across schools and classrooms; and/or

(iii) high-quality academic research calls into question the correlation between high performance on this rubric and positive student learning outcomes.

(2) Termination of a rubric from the approved list shall be conducted in accordance with the following procedures:

(i) The Commissioner or his/her designee shall notify the provider of the approved rubric in writing of the intent to terminate approval at least 30 calendar days prior to the effective date of the termination. Such notification shall include a list of the identified deficiencies.

(ii) The provider may reply in writing within 10 calendar days of receipt of the Commissioner's notification, addressing the Commissioner's statement of reasons, indicating whether deficiencies and/or violations exist, what steps have been taken to correct conceded deficiencies and/or violations, and the time period and steps by which deficiencies and/or violations will be corrected. If no reply is received, termination and removal from the list will become effective 30 calendar days from the date of receipt of the Commissioner's notification.

(iii) Within three business days of receipt of the Commissioner's notification, the provider may request oral argument before the Commissioner or his/her designee.

(iv) After consideration of any written response and of any oral argument, a determination shall be made whether approval shall be terminated. Notice of such determination shall be provided in writing to the provider.

§30-2.8 Approval process for student assessments.

(a) Approval of student assessments for the evaluation of classroom teachers and building principals. An assessment provider who seeks to place an assessment on the list of approved student assessments under this section shall submit to the Commissioner a written application in a form and within the time prescribed by the Commissioner.

(b) The Commissioner shall evaluate a student assessment for inclusion on the Department's list of approved student assessments for the locally selected measures subcomponent, based on the following minimum criteria and any supplemental criteria established by the Commissioner in the request for qualification ("RFQ"):

(1) the assessment is aligned with the New York State learning standards or, in instances where there are no such standards that apply to a subject/grade level, evidence of alignment to research-based learning standards; and

(2) the provider must demonstrate that there is strong evidence that the assessment is aligned with industry standards of reliability and validity as defined in the Testing Standards.

(c) The Commissioner shall also evaluate student assessment for inclusion on the Department's list of approved student assessments for student growth in non-tested subjects based on the following minimum criteria and any supplemental criteria established by the Commissioner in the RFQ Process:

(1) the assessment is aligned with the New York State learning standards or, in instances where there are no such standards that apply to a subject/grade level, evidence of alignment to research-based learning standards;

(2) the provider must demonstrate that there is strong evidence that the assessment is aligned with industry standards of reliability and validity as defined in the Testing Standards;

(3) the provider must demonstrate to the Department, with a detailed procedure for measuring growth using the student assessment, that such

assessment will result in normative inferences about each individual's student growth; and

(4) the provider must provide information to the Department on the one or more norming groups used to calculate normative growth as well as the required test administration procedure, including a recommended testing timeline when using the instrument to measure growth, including the potential use of a pre-test or other tool in the first year of implementation.

(c) Termination of approval.

(1) Approval shall be withdrawn for good cause, including, but not limited to, a determination by the Commissioner that:

(i) the assessment does not comply with one or more of the criteria for approval set forth in this section or the criteria set forth in the RFQ;

(ii) the Department determines that the assessment is not identifying meaningful and/or observable differences in performance levels across schools and classrooms; and/or

(iii) high quality academic research calls into question the correlation between high performance on the assessment and positive student learning outcomes.

(2) Termination of a student assessment from the approved list shall be conducted in accordance with the following procedures:

(i) The Commissioner or his/her designee shall notify the provider of the approved assessment in writing of the intent to terminate approval at least 30



calendar days prior to the effective date of the termination, including a list of the identified deficiencies.

(ii) The provider may reply in writing within 10 calendar days of receipt of the Commissioner's notification, addressing the Commissioner's statement of reasons, indicating whether deficiencies and/or violations exist, what steps have been taken to correct conceded deficiencies and/or violations, and the time period and steps by which deficiencies and/or violations will be corrected. If no reply is received, termination and removal from the list will become effective 30 calendar days from the date of receipt of the Commissioner's notification.

(iii) Within three business days of receipt of the Commissioner's notification, the provider may request oral argument before the Commissioner or his/her designee.

(iv) After consideration of any written response and of any oral argument, a determination shall be made whether approval shall be terminated. Notice of such determination shall be provided in writing to the provider.

#### §30-2.9 Training of evaluators and lead evaluators.

(a) The governing body of each school district and BOCES shall ensure that evaluators have appropriate training before conducting an evaluation under this section. The governing body shall also ensure that any lead evaluator has been certified by such governing body as a qualified lead evaluator before conducting and/or completing a teacher's or principal's evaluation in accordance with the requirements of this Subpart, except as otherwise provided in this subdivision. Nothing herein shall be construed to prohibit a lead evaluator who is

properly certified by the State as a school administrator or superintendent of schools from conducting classroom observations or school visits as part of an annual professional performance review under this Subpart prior to completion of the training required by this section provided such training is successfully completed prior to completion of the evaluation.

(b) To qualify for certification as a lead evaluator under this section, individuals shall successfully complete a training course that meets the minimum requirements prescribed in this subdivision. The training course shall provide training on:

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;

(2) evidence-based observation techniques that are grounded in research;

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart;

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice;

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals;

(7) use of the Statewide Instructional Reporting System;

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities;

(c) Training shall be designed to certify lead evaluators. Districts shall describe in their annual professional performance review plan the duration and nature of the training they provide to evaluators and lead evaluators and their process for certifying lead evaluators under this section.

(d) School districts and BOCES shall also describe in their annual professional performance review plan their process for ensuring that lead evaluators maintain inter-rater reliability over time (such as data analysis to detect disparities on the part of one or more evaluators; periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal; annual calibration sessions across evaluators) and their process for periodically recertifying all lead evaluators.

(e) Any individual who fails to achieve required training or certification or re-certification, as applicable, by a school district or BOCES pursuant to the requirements of this section shall not conduct or complete an evaluation under this Subpart.

§30-2.10 Teacher or Principal Improvement Plans.

(a) Upon rating a teacher or a principal as Developing or Ineffective through an annual professional performance review conducted pursuant to this Subpart, a school district or BOCES shall develop and commence implementation of a teacher or principal improvement plan for such teacher or principal as soon as practicable but in no case later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year.

(b) Such improvement plan shall be developed locally through negotiations pursuant to article 14 of the Civil Service Law and shall include, but need not be limited to, identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's or principal's improvement in those areas.

§30-2.11 Appeal Procedures.

(a) A professional performance plan under this Subpart shall describe the appeals procedure utilized by a school district or BOCES through which an evaluated teacher or principal may challenge their annual professional

performance review. Pursuant to section 3012-c of the Education Law, a teacher or principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review;

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to this Subpart;

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under this Subpart.

(b) Appeal procedures shall provide for the timely and expeditious resolution of any appeal under this section.

(c) Nothing in this section shall be construed to alter or diminish the authority of the governing body of a school district or BOCES to terminate probationary teachers or deny tenure to a probationary teacher during the pendency of an appeal pursuant to this section.

#### §30-2.12 Monitoring and Consequences for Non-Compliance.

(a) The Department will annually monitor and analyze trends and patterns in teacher and principal evaluation results and data to identify districts, BOCES and/or schools where evidence suggests that a more rigorous evaluation system is needed to improve educator effectiveness and student learning outcomes.

The Department will analyze data submitted pursuant to this Subpart to identify:

(1) schools, districts or BOCES with unacceptably low correlation results between student growth on the State assessment or other comparable measures

subcomponent and any other measures of teacher and principal effectiveness used by the district or BOCES to evaluate its teachers and principals; and/or

(2) schools, districts or BOCES whose teacher and principal composite scores and/or subcomponent scores and/or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

(b) A school, district or BOCES identified by the Department in one of the categories enumerated above may be highlighted in public reports and/or the Commissioner may order a corrective action plan, which may include, but not be limited to, a requirement that the district or BOCES utilize independent trained evaluators, where appropriate.