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# **How Does the Office of Educator Quality and Professional Development Support This Mission?**

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- **Among school-based factors, teaching matters most to improving student outcomes.**
- **Leadership is second only to classroom instruction as an influence on student learning.**
- **Although research suggests that out of school factors have the greatest influence on student outcomes, effective teaching and school leadership has the potential to help level the playing field.**
- **All students, regardless of zip code, should have equitable access to great teachers and leaders.**
- **Therefore, we must develop systems and structures that improve the quality of our educator workforce and support educator recruitment and retention.**







*Education Law §3012-d*

# **Components of the APPR Evaluation System**

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# 2021-22 School Year Evaluations

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- ‡ Absent legislative action or executive order, LEAs must implement Department-approved evaluation plans for the 2021-22 school year.
- ‡ NYSED amended its regulations last December to allow LEAs to submit a COVID-related variance for implementation in the current school year after the December 1<sup>st</sup> deadline.
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# Trends in Evaluation Variance Submissions

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## ‡ Student Performance

- € Adjusting assessments
  - ‡ Concerns around remote administration of assessments
  - ‡ Concerns around measuring student growth this year using traditional assessments
- € Adjusting SLO parameters
  - ‡ Student populations
  - ‡ Baseline data
  - ‡ ' H I L Q E R Q H \ H D U ¶ V J H [ S Z M W ' H G
- € Moving from SLOs to input models
- € Adjusting scoring criteria/HEDI ranges



# Trends in Evaluation Variance Submissions

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## ‡ Observations

- € Adjusting the minimum number of required observations
  - ‡ Differentiating between groups of teachers
  - ‡ Leaving room for rubric-based conversations that are non-evaluative
- € Eliminating unannounced observations
  - ‡ Scheduling/logistic difficulties for remote teachers
- € Eliminating independent evaluators
  - ‡ Health/safety concerns
- € Adjusting domains/subcomponents of practice rubrics used for evaluation
- € Protocols for observations of teachers in remote learning environments
- € Adjusting scoring criteria/HEDI ranges



# Input Model for Evaluation

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‡ In an input model, effectiveness is measured by the actions educators take to improve student performance and to achieve set goals.

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# Why Choose an Input Model?

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- ‡ Values the relationship between effective pedagogy/school leadership and student learning outcomes without reducing that relationship to a test score.
- ‡ Educators clearly understand, beforehand, the practices that result in a highly effective, effective, developing, and ineffective rating and actively participate in collecting evidence to demonstrate their effectiveness.

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# Steps for Creating an Input Model

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‡ Step 1 ‡

# Questions?

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Evaluation Questions: [EducatorEval@nysed.gov](mailto:EducatorEval@nysed.gov)

SLO Questions: [SLOHelp@nysed.gov](mailto:SLOHelp@nysed.gov)

Variance Questions: [EvalVariance@nysed.gov](mailto:EvalVariance@nysed.gov)

Resources for Educator Evaluation Plans are also available on the [Office of Educator Quality and Professional Development](#) website.

