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

- 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

- ‡ 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 1st deadline.
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Trends in Evaluation Variance Submissions

‡ 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
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- € Moving from SLOs to input models
- € Adjusting scoring criteria/HEDI ranges



Trends in Evaluation Variance Submissions

‡ 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

‡ 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?

- ‡ 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

‡ Step 1 ‡

Questions?

Evaluation Questions: EducatorEval@nysed.gov

SLO Questions: SLOHelp@nysed.gov

Variance Questions: EvalVariance@nysed.gov

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

