

## Attachment

Summary of Anticipated Requirements for SIG Schools in 2012-2013  
(Based on legislation proposed in the State budget process to settle the issues presented in the New York State United Teachers, et al. v. Board of Regents, et al. litigation)

- Agreements must cover all classroom teachers and building principals in SIG schools
- The Commissioner may reject an APPR plan that does not rigorously adhere to Education Law §3012-c and applicable regulations
- State growth or other comparable measures subcomponent
  - 25% where a value-added model is approved by the Board of Regents; assume that teachers and principals in grades 4-8 ELA and math as well as high school principals will have state-provided value-added measures; scoring bands prescribed by the Commissioner consistent with the statute will be applicable
    - State will assign points to educators
  - 20% for other teachers and principals where no value-added model has been approved by the Board of Regents; must use State process for Student Learning Objectives (SLOs)
    - District must describe process for assigning points to educators based on State-determined SLO guidelines. The process must ensure that it is possible for a teacher or principal to obtain each point in the applicable scoring ranges, including zero, and any of the four HEDI rating categories; and ensure that the narrative descriptions of the standards for the HEDI scoring ranges provided in the regulations are used to effectively differentiate a teacher or principal's performance
- Locally-selected measures of student achievement
  - 15% for teachers and principals with value-added growth measures
  - 20% for other teachers and principals
  - must choose from a list of allowable measures provided by the Department; may include State assessments (if used for a different measure than State growth measure above)
  - must describe process for assigning points to educators based on the narrative descriptions of the standards for the scoring ranges provided in the regulations to effectively differentiate a teacher or principal's performance in this subcomponent to improve student learning and instruction
  - must describe process to ensure that it is possible for a teacher or principal to obtain each point in the applicable scoring ranges, including zero, and any of the four HEDI rating categories
- Other measures of **teacher** effectiveness
  - 60% (at least a majority of points must be assigned to classroom observations by principal or other trained administrator)
  - must use practice rubric from Department-approved list (or obtain a variance)
  - multiple classroom observations for all teachers by principals or other trained administrators – at least one observation must be unannounced

- any remaining points must be assigned to options selected from a Department-approved list of measures which will include observations by independent trained evaluators or trained in-school peer teachers, State-approved student or parent feedback instruments, and/or evidence of student development and performance through lesson plans, student portfolios and other artifacts of teacher practices through a structured review process
  - must describe what other procedures have been agreed to as part of this subcomponent
  - must include the locally-negotiated HEDI scoring bands for this subcomponent
  - must describe process for assigning points to educators based on the narrative descriptions of the standards for the scoring ranges provided in the regulations to effectively differentiate a teacher's performance in this subcomponent to improve student learning and instruction
  - must describe process to ensure that it is possible for a teacher to obtain each point in the applicable scoring ranges, including zero, and any of the four HEDI rating categories
- Other measures of **principal** effectiveness
- 60% (at least a majority of points must be assigned to broad assessment of principal leadership including multiple school visits by a supervisor, another trained administrator or a trained independent evaluator plus at least two other sources of evidence from a list prescribed by the Commissioner)
  - must use practice rubric from Department-approved list (or obtain a variance)
  - at least one visit must be conducted by the supervisor and at least one visit must be unannounced
  - any remaining points must be assigned to rigorous and quantifiable goals for principals, at least one of which must measure principal contribution to improving teacher effectiveness
  - must describe what other procedures have been agreed to as part of this subcomponent
  - must include the locally-negotiated HEDI scoring bands for this subcomponent
  - must describe process for assigning points to educators based on the narrative descriptions of the standards for the scoring ranges provided in the regulations to effectively differentiate a principal's performance in this subcomponent to improve student learning and instruction
  - must describe process to ensure that it is possible for a principal to obtain each point in the applicable scoring ranges, including zero, and any of the four HEDI rating categories
- Composite scores and HEDI ratings
- must acknowledge Commissioner's composite scoring bands and HEDI criteria
- Agreements must describe the assessment development, security, and scoring processes utilized, which must ensure that any assessments and/or measures used to evaluate teachers and principals 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 (unchanged from 2011-2012 requirement)
- Appeals

- must describe agreement for the timely and expeditious appeal of evaluation ratings
- TIP/PIP
  - must describe procedures for providing teachers and principals with a developing or ineffective rating a TIP/PIP no later than 10 school days from the opening of classes and for monitoring progress against the TIP/PIP
- Joint certification of rigor
  - superintendent and the president of the collective bargaining representative (where one exists) must certify in APPR plan the existence of a process, consistent with any applicable regulations, for assigning points in each subcomponent that ensures effective differentiation of a teacher or principal's performance in each of the subcomponents and in their overall ratings to improve student learning and instruction