

DRAFT

NYS Teacher Effectiveness Initiative Q & A

1. *Q. What is included in the quantitative measures of student growth that will constitute 30% to 40% of the teacher effectiveness score used in evaluations of staff?*

A. The quantitative measures of student growth will be state assessments (in tested grades and subjects) and, as appropriate, relevant multiple measures of student learning and performance, such as local assessments and additional measures agreed to by the school district and local collective bargaining agent, provided they are rigorous and comparable across classrooms.

2. *Q. What safeguards exist to ensure that teacher evaluations are fair?*

A. The MOU provides that the teacher effectiveness score must incorporate multiple measures of effectiveness, and that the approach to measuring student growth must meet accepted professional standards of educational testing. Participants in the pilot should take care not to over emphasize causal connections between standardized student test scores and teaching, and be sure to factor in the multiple measures of student performance encouraged by the Teacher Effectiveness Initiative.

In addition, Chancellor Tisch, Commissioner Steiner, and the Board of Regents are committed to using Race to the Top resources to: (1) improve the New York State 3-8 Assessment system by incorporating a broader range of knowledge and skills, implementing vertical scaling to facilitate value-added analysis, and externally benchmarking the system through periodic audits; and (2) improve the alignment of the New York State Regents exams with college and career ready expectations by ensuring that our assessment system is vertically aligned and that successful graduates of the NYS school system are truly prepared for success in college and/or meaningful employment in the 21st century global economy.

3. *Q. What options are available for changes to compensation under this plan?*

A. The pilot would be used to bargain additional compensation for teachers beyond the existing salary schedule. Additional compensation may be provided, for example, for reaching the master teacher level, for extra work such as mentoring or coaching, and for incentivizing highly effective teachers to teach in low-performing schools.

4. *Q. What happens if the district and the local do not reach agreement on supplemental compensation changes?*

A. All changes in compensation must be collectively bargained. If the school district and the collective bargaining agent do not agree on compensation changes based on this new system, the district will not receive funding from the state to pay the additional compensation.

5. Q. *What happens if the state does not get Race to the Top?*

A. If the state does not receive an RTTT award, the district is not obligated to participate in the Teacher Effectiveness Initiative plan pursuant to the MOU.

6. Q. Do the pilots have to include all of the elements of teacher effectiveness listed on the MOU?

A. The intention is to develop a comprehensive teacher evaluation system. The MOU, however, provides the pilots with some flexibility.