



Administrator

RttT Deliverable Updates

Erie 1 BOCES Race to the Top
2013-14





UNDERSTANDING NETWORK TEAM SUPPORTS

Erie 1 BOCES Network Team Support

Network Teams support RTTT initiatives, providing consistent, high-quality services to ensure successful statewide implementation of the RTTT plan. Network Teams will work with educators to provide comprehensive, ongoing support throughout the grant period. They work with districts' School-Based Inquiry Teams to make the instructional cycle dynamic and student-focused. School-Based Inquiry Teams (comprised of teachers, teacher-leaders, and administrators) are charged with becoming experts in accessing, understanding, and using data to facilitate changes in instructional practice to accelerate learning for underperforming students. The objective of a Network Team is to deliver tools, resources, information, and training which supports the Regents Reform Agenda and overarching goals to increase the numbers of students who graduate from high school college and career ready.

NYSED Race to the Top Assurance Areas

Through RTTT, New York will achieve these reform goals:

 STANDARDS AND ASSESSMENTS	 DATA SYSTEMS	 GREAT TEACHERS AND LEADERS	 TURN AROUND LOW-ACHIEVING SCHOOLS
<p>NY will:</p> <ul style="list-style-type: none"> • Adopt Common Core State Standards for ELA and Mathematics • Realign high school diploma and assessment policies with college and career success • Put in place new statewide curriculum models aligned with college- and career-readiness standards • Create and implement ELA and Mathematics assessments • Prepare new and existing teachers and principals to teach and design instruction aligned with the new standards and assessments 	<p>NY's teachers will:</p> <ul style="list-style-type: none"> • Draw on best practices and use data to differentiate instruction <p>NY's principals will:</p> <ul style="list-style-type: none"> • Use data to inform teacher recruitment, evaluation, and differentiated professional development <p>NY will:</p> <ul style="list-style-type: none"> • Develop an Early Warning System to help at-risk students and keep them on track to graduate. • Launch research partnerships to find out what works to improve outcomes for students 	<p>NY will:</p> <ul style="list-style-type: none"> • Provide teachers and principals with clinically-rich preparation and certify them based on clinical skills and results • Provide incentives to highly-effective teachers and principals to mentor colleagues and transfer to high-need schools <p>NY's teacher and principal evaluation system will:</p> <ul style="list-style-type: none"> • Incorporate student achievement as 40% • Inform differentiated professional development • Enable expedited removal of teachers and principals who are rated "ineffective" for two consecutive years 	<p>NY will:</p> <ul style="list-style-type: none"> • Support LEAs in turning around persistently lowest-achieving schools, using whichever of the four intervention models is best suited to local need and capacity • Expand Partnership Zones that empower clusters of low-performing schools to deliver dramatic gains in student achievement • Foster innovative schools and practices, including leveraging educational partnership organizations (EPOs) • Grow the number of high-performing charter schools

For more information about the Network Teams' *Deliverables, Metrics, and Evidence for School Year 13-14*, visit www.engageny.org.

CERTIFYING TEACHER AND PRINCIPAL EVALUATORS

A. DISTRICT DEFINED EVALUATOR TRAINING & CERTIFICATION

In order to comply with NYSED requirements outlined in 30-2.9(b), all evaluators must be appropriately trained, but only lead evaluators need to be certified to conduct evaluations. Districts will be required to provide appropriate training and certify their lead evaluators (APPR Guidance Document, Section J2, pg.37). Districts may choose to take advantage of NYSED turnkey materials to develop evaluator certification programs or contract through an outside provider. Ultimately, **the certification process and activities are determined at the district level and lead evaluators of principals will be certified by the district's governing body or board of education.**

B. CERTIFICATION CRITERIA

A **certified lead evaluator** is an individual who has been trained and calibrated consistent with state regulations to conduct evaluations using the district's selected tools and assessments. Once an evaluator is certified by the district as a lead evaluator, he or she may conduct the entire evaluation, including scoring and rating the teacher/principal. The regulation authorizes a certified school administrator to conduct observations or school visits as part of the APPR prior to completing of evaluator training, so long as he or she becomes properly certified to conduct evaluations prior to the completion of the summative evaluation.

C. 9 CERTIFICATION CRITERIA

Evaluator training must address areas identified in the regulations as the **nine certification criteria**:

1. The NYS 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 rubrics to observe a teacher/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; students, 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 district or BOCES to evaluate a teacher/principal;
9. Specific consideration in evaluating teachers and principals of ELL and students with disabilities.

Professional Learning Opportunities for 2013-14

Erie I BOCES will continue to provide the workshops for district- and building-level leaders in order to support the New York State Education Department's Race to the Top agenda. The following sessions have been developed to support administrators:

1 RttT for Administrators Series

District- and building-level administrators will have the option of attending a 3 hour morning or afternoon session designed to support the implementation of the Race to the Top reform agenda. During these sessions, participants will receive the most recent updates about State initiatives, as well as practical resources for implementation at the districts and building-levels. EIB will continue to focus on the following three deliverables:

1. APPR, Evaluation & Inter-rater Reliability
2. Common Core Standards & Instruction
3. Data-Driven Instruction & Culture

WHERE: Erie I BOCES Education Campus,
355 Harlem Road, West Seneca, NY 14224

TARGET AUDIENCE: District- and Building-Level Leaders

WORKSHOP DETAILS: Participants may choose to attend the AM or PM Session.

AM Sessions: 8:30am - 11:30am
PM Sessions: 12:30 - 3:30pm

DATES FOR 2013-14

August 20, 2013	January 16, 2014
September 30, 2013	February 13, 2014
November 1, 2013	March 12, 2014
December 10, 2013	May 5, 2014

2 New Administrators Training

Newly appointed building- and district-level administrators in Districts and Charter Schools participating in Erie I BOCES' RTTT Service are invited to attend this 4 session training focused on the New York State nine evaluator certification criteria identified in Education Law 30-2.9(b). Administrators will receive information and resources to facilitate effective instructional leadership and implement the teacher evaluation system. Participants will engage in discussion-based activities to

1. develop a deeper understanding the RttT initiative, including APPR, SLOs, CCLS, and DDI;
2. align the NYS Teaching and ISLLC Standards to district-adopted rubrics;
3. evaluate examples of teaching and learning using the language of the standards and rubrics to determine the level of effectiveness - the H.E.D.I. scale;
4. participate in hands-on SLO implementation; *and*
5. identify how the multiple measures (20/20/60 model) will be implemented to determine teacher effectiveness.

WHEN: 12:00 - 3:00pm, room A4

WHERE: Erie I BOCES Education Campus,
355 Harlem Road, West Seneca, NY 14224

TARGET AUDIENCE: New Administrators

DATES FOR 2013-14

Sept. 27, 2013	Oct. 28, 2013
Feb. 24, 2014	May 27, 2014