

# CONNECTING THE SCHOOL LEADERSHIP COMMUNITY

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## WHAT DO TWO YEARS OF §3012-D IMPLEMENTATION SAY ABOUT TEACHER EFFECTIVENESS?

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At the January 21, 2015 State of the State address, Governor Andrew Cuomo said “The key to education reform is the teacher evaluation system,”<sup>1</sup> underscoring one of several proposals that he would advance as part of his education reform agenda. Ultimately, the 2015 New York State budget process established The Education Transformation Act of 2015<sup>2</sup> which addressed many aspects of education policy.

A main focus of this Act was the creation of a “redesigned teacher evaluation system”<sup>3</sup> resulting in the current methodology that dictates the teacher and principal evaluation system under Education Law Section 3012-d and Subpart 30-3 of the Rules of the Board of Regents. Reflecting on the budget that was passed that year, Governor Cuomo stated “The reforms we have included will move us to an education system that rewards results, addresses challenges and demands accountability.”<sup>4</sup> After two years of §3012-d implementation, it is important to determine what this policy has accomplished in terms of measuring teacher effectiveness.

To that end, I conducted a document analysis of 656 school district Annual Professional Performance Review (APPR) plans that were publicly available on the NY State Education Department (NYSED) website through August 2017. I applied a simple descriptive analysis strategy that followed the tasks that were required for the §3012-d submission to answer the following questions:

1. What measures of student performance are being used by school districts to operationalize the student performance categories of §3012-d?
2. How is the teacher observation category being operationalized by school districts? CONT / 2



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