

**New York State Council of School Superintendents  
Task Force on Teacher and Principal Effectiveness  
White Paper #2 Pursuant to Chapter 103 of the Laws of 2010  
January 7, 2010**

**Locally Selected Assessments**

Last month we forwarded The Council's Task Force white paper on the appeals process for your review and consideration. Section 3012-c, the amendment to 2010 NYS Education Law, which was passed in May 2010 is complex and has many components. For this position paper, our Task Force has chosen to address the regulatory requirement of including student performance measures in the annual professional performance review.

This paper specifically addresses the 20% component for locally selected Assessments. The regulation reads as follows:

“...forty percent of the composite score of effectiveness shall be based on student achievement measures as follows: (i) twenty percent of the evaluation shall be based upon student growth data on state assessments.....

(ii) “Twenty percent shall be based on other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms in accordance with the regulations of the Commissioner and as are developed locally in a manner consistent with procedures negotiated pursuant to the requirements of article fourteen of the civil service law.”

The law also states that locally selected measures “shall be locally developed consistent with the standards prescribed in the regulations of the Commissioner, through negotiations conducted pursuant to Article fourteen of the civil service law.”

Our Task Force was established to advise The Council and our two Blue Ribbon Task Force members during the regulatory development phase of law implementation. We are enclosing a copy of our Task Force white paper #2 to keep you informed of their active participation in the process and the advice

being provided to Jon Hunter, Fairport, Jere Hochman, Bedford, and The Council. The Council is appreciative of the leadership provided by Howard Smith, Williamsville, and the Task Force members (see last page of white paper).

The Task Force's regulatory suggestions for Locally Selected Assessments are as follows:

**Source of The Assessment:**

- Identify a process to determine approved sources for locally selected measures of student achievement.
- Define approved sources to include, but not be limited to: BOCES; the State; subject area professional organizations; and other state, and/or other professional sources approved by the Commissioner.
- Provide for professional collaboration within a district or among districts to develop local, authentic assessments.

**Rigor and Comparability Across Classrooms:**

- Identify procedures by which locally developed assessments are deemed rigorous, reliable, and valid to ensure assessments are standards-based, content rich, aligned with the curriculum and the common core standards, infused with higher-order thinking, and are authentic measures of the content and skills being assessed.
- Define "across classrooms" as classrooms of similar subjects or grade levels in a district, and require local negotiation solely of a process (or procedures) to select measures developed locally that are rigorous and applicable across classrooms.

**Selection of Assessments:**

- Promote professional collaboration in the selection of an approved source and/or of a locally developed assessment.

- Require local negotiation solely of a process (or procedures) by which the district may select from approved sources or assessments developed locally that are deemed rigorous, reliable, and valid.
- Prescribe professional development that must be ongoing and support the successful implementation of the locally selected assessments.
- Prescribe the number of required annual hours of professional development.
- Insure professional development will be focused on development, administration and scoring of any and all assessments to assure the measures are valid and that they are reliably scored.

**Implementation:**

- Establish a multi-year phase in of the weighting of the scoring bands to be applied to the portion of teacher and principal evaluations based on locally selected assessments.
- [In lieu of a pilot year (s)], present a planned, prescribed, multi-year increase in the weighting of student achievement applied to the portion of teacher and principal evaluations based on locally selected assessments to insure commitments to select rigorous and meaningful and assessments.

The Task Force believes that the positions included in this paper will ensure:

- Procedures and processes that are in compliance with law and subject to negotiation.
- Educational and academic dialogue related to student assessment occurs among professionals in a collaborative, non-positional manner.
- Assessments are rigorous and created in alignment with a state-wide definition of rigor.
- Assessments comply with state-wide regulation and are implemented accordingly.

- Rubrics to determine degrees of rigor for assessing student work will be developed professionally by expert/experienced psychometricians, assessment specialists, and /or content and skill area specialists.

It is our belief that addressing this in the above mentioned way will:

- Promote professional collaboration regarding locally selected assessments that are deemed rigorous by statewide rigor rubrics and comparable across classrooms in a school district.
- Allow for negotiations of the processes (or procedures) to select assessments locally.
- Create a system that is practical, economically prudent, and manageable.
- Minimize the likelihood of contractual/legal challenges.

The Task Force also offers the following cautions as it relates to potential loss of flexibility, increased costs which may be attributed to purchasing, professional development, and assessment development. Finally, the costs of potential legal/contractual challenges and the human resources that will be required are unknown.

We believe the positions included in this paper will result in a course of action for all districts statewide to implement the locally selected assessment section of Chapter 103 of the Laws of 2010 as part of an overall teacher and principal evaluation system that is practical and manageable, economically prudent, and most importantly, allows for teachers and administrators to focus resources on student learning and development.

#### **The Council Task Force on Teacher and Principal Effectiveness:**

Howard Smith, Williamsville, Chair  
Jere Hochman, Bedford CSD (SED Blue Ribbon Panel Member)  
Jon Hunter, Fairport CSD (SED Blue Ribbon Panel Member)  
Christopher Clouet, White Plains  
Harriet Copel, Shoreham-Wading River  
Jeanne Dangle, Baldwinsville

Kathleen Davis, Holland Patent  
Maureen Donahue, Friendship  
Michael Ford, Phelps-Clifton Springs  
Chad Groff, Jasper Troupsburg  
Meg Keller-Cogan, Clarkstown  
Lorna Lewis, East Williston  
Maria Rice, New Paltz  
Joseph Stoner, Maine Endwell  
Colleen Taggerty, Olean