



Executive Viewpoint

Kevin S. Casey, Executive Director

Never a Dull Moment

By now, just about everyone with an interest in public education is aware of significant changes, yet again, in the applicable legal and regulatory framework governing education. The recent changes have occurred in both Washington and Albany, and are largely welcome despite some resulting uncertainties.

The Elementary and Secondary Education Act (ESEA) was finally reauthorized by the Ev-

ery Student Succeeds Act (ESSA), and the No Child Left Behind Act (NCLB) was finally and thankfully put to rest. For those interested in the many details of ESSA, I invite your attention to saanys.org for a thorough summary of ESSA, completed in conjunction with our national affiliates, NAESP and NASSP. It includes the variety of express limitations on the authority of the secretary of education. Suffice it to say, ESSA is far less prescriptive

than NCLB, and returns significant authority back to the states.

At the state level, the governor's Common Core Task Force issued its report after a rapid statewide "listening" tour. At the outset of the work of the task force, it was emphasized that the task force was focused on standards and that evaluations were not being considered, but by Albany standards that was a lifetime ago and things change.

The task force made twenty-one recommendations (see page 1 for story), the last of which was not to allow the results from assessments aligned to the current Common Core standards to be used in the evaluation of teach-

ers and students until an updated system is in place (standards established, assessments and curricula aligned...) or until the start of the 2019-2020 school year. Principals were not mentioned by the task force, but Commissioner Elia clarified in both a direct communication to SAANYS and in the subsequent emergency regulations adopted by the Board of Regents that the recommendation applied to principals as well.

A little over a year ago, the governor introduced a bill designed to give some protections to teachers and principals from evaluations tied to test scores. He later vetoed his own bill. Less than a year ago, the governor instead

used the budget-making process to increase the value of the state exams on evaluations to fifty percent. He is now supportive of essentially a four-year moratorium on their use. Watch the pendulum swing.

I'm not complaining. The pause has been widely acknowledged as a good thing. We now await SED regulations and guidelines on how this will exactly work. We wait to see if the opt-out movement is appeased, or if it will continue to thrive. Most of all, we wait for the governor's state of the state address in January to see how this might change yet again. ■

APPR – Take Two

Sponsor Opinion piece by Cynthia E. Gallagher, Educational Vistas, Inc.

As the APPR Advisory Committee continues its deliberations on teacher and principals evaluations, it is important to take this opportunity to think about what types of evaluation systems can meet evolving accountability and professional development requirements. In 2011, our policymakers rushed to implement an APPR plan to secure funding through Race to the Top. Other states, under the same federal initiative, designed very different evaluation models that may have achieved a more balanced approach.

So what could a balanced

approach for New York State look like? We know from experience that with 689 school districts a one-size-fits-all model probably won't work. That means that policy makers will need to broaden evaluation components to incorporate a wide range of district experiences and contexts. Education has become a complex enterprise and teacher duties and responsibilities well exceed the boundaries of the classroom. Their roles have expanded to include leadership positions in school-wide initiatives, community outreach, and curriculum development, which are only some examples and vary from

district to district.

Other states, such as Minnesota, have implemented evaluation cycles that cover multiple years in order to provide a differentiated approach for new and veteran professionals. Massachusetts and Delaware require a five-step process that involves goal setting, planning, and feedback. Such models focus on the process of evaluation necessary to support professional growth. Another tact taken in some states is an increased flexibility for selecting assessments used for growth score calculations. This provides districts with the ability to match the appropriate tests to the district curriculum and delivered instruction. Connecticut's process incorporates the recognition of the role of every teacher in relation

to the school and uses a required whole school performance measurement. Additionally, still other states include options such as action research projects, student and parent surveys, and portfolios as an integral and valid part of teacher ratings.

In order for teacher evaluations to provide reliable and differentiated

ratings of effectiveness, they must be designed to contain components and processes that meet the dual purpose of accountability and professional development. The alignment of both of these elements is critical in order for teacher and principal evaluations to serve as valid measures of performance. ■

The statements and opinions expressed herein do not necessarily imply or reflect the opinion or philosophy of the School Administrators Association of New York State.

Clarkstown Admin Named an Assistant Principal of the Year

continued from page 1

whose empathy towards all stakeholders allows him to be able to handle even the most delicate and difficult situations with professionalism and respect."

Known as a lifelong learner, Youngmans has offered many professional development opportunities to teachers including "Viking Institutes," which offer workshops on Common Core, Google Classroom, the teacher evaluation process, and adapting modules to meet the needs of instruction. Several teachers have now become Google certified and are able to offer ongoing support for building teachers to incorporate Google within their classrooms. Additionally, he is recognized as a mentor to the new teachers at the school. Special education teacher, Jacqueline Hurley noted, "Matt has not only taught me to grow as a teacher, but how to be an effective building leader. Matthew Youngmans truly fits the description of an outstanding leader."

When students approached Youngmans to be the staff advisor of the Youth United Way Club, he immediately jumped in to raise awareness of local poverty and to meet the needs of less fortunate students within the community. Of obtaining and distributing formal dresses and suits for underprivileged students to use at school events, one of the students in the club stated, "Mr. Youngmans is up for anything including dresses. This selfless act taught me to never underestimate people's willingness to give." ■



For a complete list of the 2016 awards and criteria, as well as nomination forms, go to: www.saanys.org/about-us/awards

Application Deadline: January 31, 2016

News & Notes

School Administrators Association of New York State

Vol. XLV No. 1

SAANYS News & Notes (USPS 025-346) is published monthly with the exception of June, July, and August, by the School Administrators Association of New York State, 8 Airport Park Blvd., Latham, NY 12110.

Phone: 518-782-0600
Fax: 518-782-9552

SAANYS is chartered as a professional association by the New York State Education Department and is affiliated with NASSP and NAESP.

A copy of each issue of News & Notes shall be sent to each SAANYS member. \$7.15 of each member's annual dues shall be for a year's subscription to this publication.

Periodicals Postage Paid Latham, NY and additional post offices.

POSTMASTER: Send address changes to News & Notes, SAANYS, 8 Airport Park Blvd., Latham, NY 12110

SAANYS Officers & Staff

President, John McKenna*
President-Elect, Paul Fanuele*
Past President, Christine Foglia*
Executive Director, Kevin Casey
Deputy Executive Director, Don Nickson
Associate Executive Director for Communications, Michelle Hebert
Communications Coordinator, Annika Pfluger
Director of Corporate Services/Advertising, Deborah Taylor

Board of Directors

| | | | |
|----------|---------------------------------------|-------------------------|-----------------------------------|
| Region 1 | Stuart Pollak James Cummings | Region 10 | Anthony Cardamone Dean Goewey |
| Region 2 | Regina Huffman* Scott Comis | Region 11 | Danielle Dehm* Joseph Pustulka |
| Region 4 | Paul Fanuele* Brady Fister | Region 12 | Kathleen Ballard Larry Badgley |
| Region 5 | Harry Leonardatos Christine Art | Retiree Representative, | Ron Wilson |
| Region 6 | Linda Klime Jennifer Drautz | Rochester City, | Timothy Cliby |
| Region 7 | Andrea Miller Lisa Silver | Syracuse City, | Arthur Grimes |
| Region 8 | Craig Ferretti* TheriJo Climenhaga | NASSP Coordinator, | Peter Kruszynski |
| Region 9 | Joyce Carr Michelle Feyerabend | NAESP Representative, | Thomas Payton |

* denotes Executive Committee