Advance Guide for Educators

2016-2017

January 23, 2017

Advance Guide for Educators

Section One: Get to Know *Advance*

## Section Two: Implementing *Advance* in Your School

Section Three: Additional Resources

Introduction to *Advance*

The New York City Department of Education (NYCDOE) is focused on ensuring that all students graduate ready for college, a career, and a future as a productive adult. A large part of meeting this goal requires us to prepare our students to think for themselves and pursue questions instead of merely answers. Great teaching is key to achieving these goals, and *Advance* is an integral part of how we recognize and strengthen teaching practice. As we enter the middle of school year 2016-17, we reaffirm our shared commitment to ensuring the work of *Advance* supports growth in teaching and learning in our schools.

Guided by Chancellor Carmen Fariña's vision for all students to achieve success summarized in our *Framework for Great Schools*, we believe *Advance* facilitates learning in our schools that can accelerate student progress. The Vision for School Improvement, which guides school leaders in applying the *Framework for Great Schools*, asks school teams to engage in cycles of learning by collaboratively addressing problems, adjusting practice, and measuring impact – all while purposefully taking time to reflect and revise practice across the school community. In the same way, *Advance* provides teachers and school leaders across our City with a common lens to work collaboratively to strengthen teaching and learning by engaging in cycles of continuous improvement. To do this, the work of *Advance* must be aligned and integrated with our daily work by supporting our school-wide goals and fostering collaboration and learning throughout the school community.

Framework for Great Schools
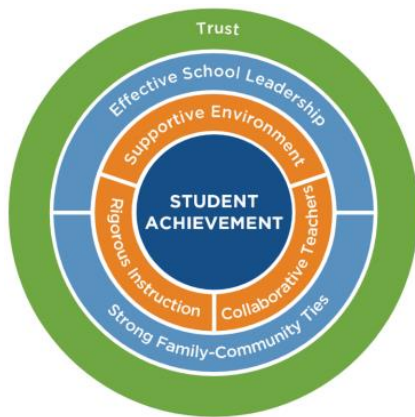
NYC Voices

"Using multiple measures, and having principals observe and rate their teachers multiple times throughout the year (being able to then implement coaching, professional learning, and individualized check-ins) are extremely important. This system allows for a fair, supportive system through which teachers are held accountable but also given the tools to grow." – NYC School Leader

New York State Policy and Context

In 2010, New York State passed **Education Law 3012-c (§3012-c)**, introducing significant changes to the Annual Professional Performance Review (APPR) for teachers and principals. This law laid the foundation for a more meaningful evaluation system that:

- Incorporates multiple measures of a teacher's effectiveness;
- Uses a 4-point "HEDI" (Highly Effective, Effective, Developing, Ineffective) rating scale;
- Provides teachers with more specific feedback; and
- Supports school leaders to connect evaluation to professional development.

In the spring of 2015, New York State passed **Education Law 3012-d (§3012-d)**, which modifies how teachers are evaluated. While **§3012-d** continues to operate under the same guiding principles of **§3012-c** (*see bullets above*), the NYCDOE and United Federation of Teachers have negotiated changes to some aspects of *Advance*. Some of these changes will begin to

take effect in the 2016-17 school year. The Measures of Teacher Practice (MOTP) and Measures of Student Learning (MOSL) sections of this guide cover these differences for this year only.

In addition, in the spring of 2016, the New York State Board of Regents passed regulations that remove certain State assessments from teachers' evaluations, which continue through the 2018-19 school year. While New York State transitions to new learning standards, **grades 3-8 English language arts (ELA) and math State assessments will not be used in teacher evaluations or employment decisions.**[1] During this time, schools will be asked to make MOSL selections using other available options that best fit the needs their students and their teachers.
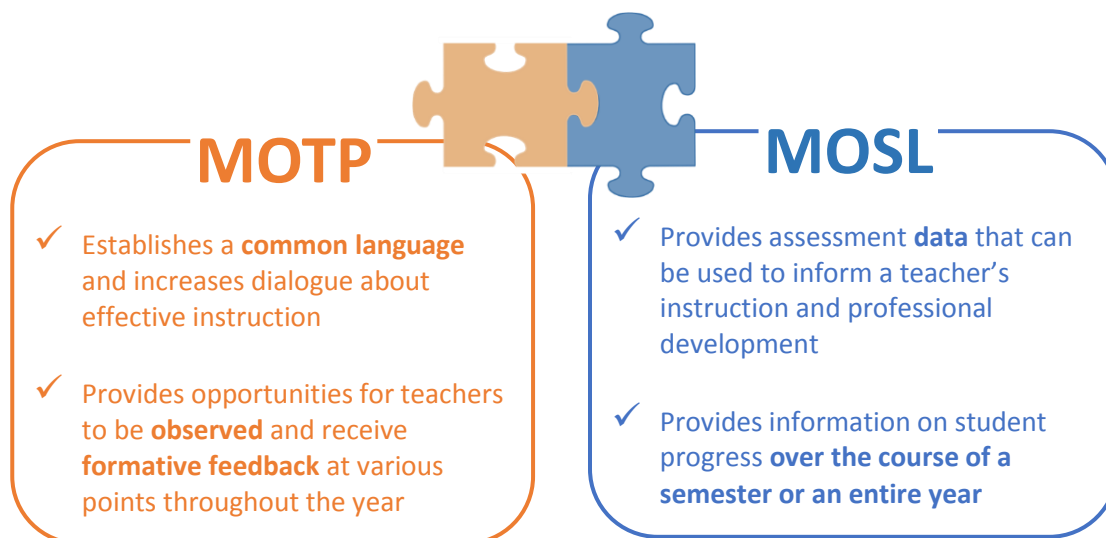
The Importance of Multiple Measures in *Advance*

Because teaching is a complex and multi-faceted skill, measuring teacher effectiveness and providing developmental opportunities to teachers is a complex and multi-faceted process. No single tool or method can fully measure a teacher's performance. That's why *Advance* uses *multiple* measures – **Measures of Teacher Practice** (MOTP) and **Measures of Student Learning** (MOSL) – to provide teachers with access to various sources of feedback and more support to develop as educators. Our belief that a successful system of teacher development and evaluation is one that combines actionable feedback from evaluators at multiple points throughout the year and a clear understanding of what students learn over the course of a semester or year. This is done through Initial Planning Conferences at the beginning of the year; multiple classroom observations, followed by verbal and/or written feedback throughout the year; reviewing student work and student performance on beginning of year and end of year assessments ; and Summative End-of-year Conferences.

These various sources of information complement each other and provide a more complete picture of what's happening in each classroom, which helps to ensure fairness and accuracy of teachers' ratings. Each measure – MOSL and MOTP – contributes different aspects to *Advance*, strengthening the system overall and ensuring that everyone is working together to support teachers in the areas that will most impact student learning. Additional research supporting this approach can be found on the *Advance* website.

> **NYC Voices**
>
> *"[Advance] inspires additional growth as I believe that education and learning is an always constant process."*
> – NYC Teacher

MOTP

- ✓ Establishes a **common language** and increases dialogue about effective instruction

- ✓ Provides opportunities for teachers to be **observed** and receive **formative feedback** at various points throughout the year

MOSL

- ✓ Provides assessment **data** that can be used to inform a teacher's instruction and professional development

- ✓ Provides information on student progress **over the course of a semester or an entire year**

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[1] Note – **All State assessments** (including 3-8 ELA and math assessments) must still be administered.

Overall Rating Matrix under §3012-d[2]

Each teacher who is eligible to be rated under *Advance*[3] will receive a single MOSL or student performance rating and a single MOTP or observation category rating of Highly Effective, Effective, Developing, or Ineffective (HEDI). A teacher's MOSL and MOTP ratings are then combined using the below matrix to produce an ***Advance*** **Overall Rating** of Highly Effective, Effective, Developing, or Ineffective (HEDI).

Student Performance (MOSL)		Observations (MOTP)			
		H	**E**	**D**	**I**
	H	H	H	E	D
	E	H	E	E	D
	D	E	E	D	I
	I	D	D	I	I

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[2] This matrix replaces the previous weighting of categories under Education Law §3012-c where 60% MOTP plus 40% MOSL were combined to equal 100% Overall Rating.

[3] For information on eligibility criteria, please see the 2016-17 *Advance* Frequently Asked Questions.

A CLOSER LOOK AT MEASURES OF TEACHER PRACTICE (MOTP)

Introduction to Measures of Teacher Practice

Through Measures of Teacher Practice (MOTP), educators engage in a collaborative cycle of observation, feedback, and reflection. By establishing a shared language about instruction, MOTP provide a framework for school communities to support teacher development. Teachers can use this framework to reflect on their practice and discuss their professional growth with their school leaders and other colleagues. School leaders can use this framework to better understand where teachers in their schools excel and where they need additional support and to provide meaningful feedback that supports their growth.

MOTP comprises one category of each teacher's annual *Advance* Overall Rating. As part of MOTP, teachers are observed multiple times over the course of the year by their school leader and each observation is accompanied by feedback based on lesson-specific evidence.[4] Evaluators score observations, rating observable evidence related to eight (8) key components of the Danielson *Framework for Teaching* (2013) for evaluative purposes. The remaining components of the Danielson *Framework for Teaching* (2013) may only be used for non-evaluative (i.e., developmental) purposes.

At the beginning of the year, school leaders and *Advance*-eligible teachers[5] engage in the **Initial Planning Conference (IPC)**, an in-person individual meeting to reflect on student data from the previous year, discuss areas of development for the year ahead. Further information and key requirements of the IPC are provided below.

Similar to the IPC, school leaders and teachers meet again at the end of the year for the **Summative End-of-Year Conference**. This is an opportunity to reflect on the teacher's Observation Reports from the current school year and to review available student data, with the goal of informing ways to improve teaching practice. Further information and key requirements of the Summative End-of-Year Conference are provided below.

MOTP Timeline in 2016-17*

Initial Planning Conferences
(September 6-October 28)

Summative EOY Conferences
(April 28-June 23)

| Aug | Sep | Oct | Nov | Dec | Jan | Feb | March | April | May | June |

Formal and informal observations
(After Initial Planning Conference and ending June 2)

*Note that all timelines must be adhered to absent extraordinary circumstances (e.g., certain types of leaves); teacher absences do not count against these timelines.

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[4] NYSED has created a hardship waiver such that teachers who are rated Highly Effective, Effective, and Developing in the prior year are exempt from the Independent Evaluator requirement. The NYCDOE will apply for the hardship waiver and further guidance is forthcoming in the event that the NYCDOE does not receive the waiver.

[5] For information on eligibility criteria, please see the 2016-17 *Advance* Frequently Asked Questions.

The Danielson *Framework for Teaching*

Advance uses a focused version of Charlotte Danielson's *Framework for Teaching* (2013), a research-based rubric of teacher practice, to assess teachers' professional skills, behavior, and knowledge. The full [Danielson *Framework for Teaching*](#) is comprised of 22 Components spanning four Domains: (1) Planning and Preparation, (2) The Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. While the entire Danielson *Framework for Teaching* may be used for formative purposes, teachers will only receive ratings on the following **eight** prioritized components:

2016-17 Components:

➢ 1a: Demonstrating Knowledge of Content and Pedagogy
➢ 1e: Designing Coherent Instruction
➢ 2a: Creating an Environment of Respect and Rapport
➢ 2d: Managing Student Behavior
➢ 3b: Using Questioning and Discussion Techniques
➢ 3c: Engaging Students in Learning
➢ 3d: Using Assessment in Instruction
➢ 4e: Growing and Developing Professionally

Components in Domains 2 & 3 are weighted more heavily (85%) than components in Domains 1 & 4 (15%)

━━ NYC Voices ━━

"I am a big believer that teachers need to construct next steps with the administrators. We try to present the observation evidence to our teachers in a way that allows them to highlight the most important next steps to focus on. We ask what key things they want to work on between observations and note those next steps for the teacher and the coaches that work with them. When an instructional coach visits the teacher to offer support, the teacher can feel confident that the coach is aware of the collaboratively set next steps and is there to help them."
—NYC Principal

Initial Planning Conference (IPC)

The IPC is a mandatory one-on-one meeting between the teacher and evaluator that is held at a mutually agreed upon time and occurs prior to any formal or informal classroom observations required by *Advance*.

Key Requirements of the IPC:

- During the IPC, the evaluator and teacher meet face-to-face to discuss expectations for the year ahead.
- The teacher selects an observation option (see below).
- At the conclusion of the IPC, the teacher submits the completed MOTP Observation Option Selection Form. The signed form must be kept in the personnel file of the teacher to serve as a record of the teacher's observation option selection and whether or not the teacher consents to have observations videotaped (see below). The teacher should be given a copy of this form for his or her records.
- This meeting must have been held before the last Friday in October (**October 28 in 2016**).

During the IPC in school year 2016-17, each teacher chose between the below **observation options:**

Option 1
- ✓ At least 1 **formal** observation
- ✓ At least 3 **informal** observations

Option 2
- ✓ At least 6 **informal** observations

Option 3
For teachers with an overall "Highly Effective" rating in the previous year:
- ✓ At least 3 **informal** observations
- ✓ 3 **classroom visits** by colleagues (teacher may consent to more)

Option 4
For teachers with an overall "Effective" rating in the previous year:
- ✓ At least 4 **informal** observations

- ✓ **Formal observations** last a full period and involve individual Pre- and Post-Observation Conferences. They *must* be scheduled by mutual agreement.
- ✓ **Informal observations** are 15 minutes or longer. They *may* all be unannounced but at least one *must* be unannounced.
- ✓ **Classroom visits** are non-evaluative opportunities for teachers to observe and learn from the teaching practice of colleagues.

Guidelines for Videotaping and Photographing

- ✓ All observations will be conducted in person. However, a teacher may consent to have his or her observations videotaped. The teacher and evaluator may mutually consent to evaluators not being present when videotaping. Teachers will indicate whether they consent to be videotaped on their MOTP Observation Option Selection Form.
- ✓ If a teacher chooses to have his or her observations videotaped s/he shall select among the following options:
  - o The evaluator will choose which observations, if any, will be videotaped; or
  - o The evaluator shall videotape the observations in the following manner:
    - ▪ For Observation Option 1, the formal observation shall be videotaped;
    - ▪ For Observation Option 2, two of the informal observations shall be videotaped (at the evaluator's option);
    - ▪ For Observation Option 3, one of the informal observations shall be videotaped (at the evaluator's option); or
    - ▪ For Observation Option 4, one of the informal observations shall be videotaped (at the evaluator's option).
- ✓ Evaluators who take photographs during *Advance* observations, should, to the extent practicable, be unobtrusive (for example, photographs may be taken at the end of the observation).

The Observation and Feedback Cycle

Evaluative observations of a teacher may begin as soon as the teacher has completed his or her IPC and must be completed by the first Friday in June (**June 2 in 2017**). No more than one evaluator and two school-based observers (i.e., the superintendent or assistant superintendent or trained administrator of the teacher's school) may be present during a formal or informal observation.

Before an observation…

✓ Teachers who select Observation Option 1 participate in an individual, face-to-face **Pre-Observation Conference** as part of each formal observation. This conference must be held within 20 school days preceding the scheduled date of the formal observation. The purpose of the Pre-Observation Conference is to review the objectives, activities, and expectations for the lesson that will occur during the teacher's formal observation.

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During an observation…

✓ The evaluator gathers specific evidence of teacher's practice, which the evaluator then aligns to the Danielson *Framework for Teaching* and records on the Evaluator Form.

✓ The specific components assessed during a given observation will depend upon what is observed in the classroom during the visit, but may include any or all of the eight (8) components of the Danielson *Framework* evaluated as part of *Advance* and must include ratings for all components that have been observed.

✓ Evidence related to components 1a, 1e, and/or 4e that is observed by the evaluator during the 15 school days immediately preceding a teacher's observation may also be included on the Evaluator Form unless that evidence was used in a disciplinary letter to file.

> **NYC Voices**
>
> *""[Through Advance] I was able to see the different progress or improvements. It really motivates me to grow more as a professional."*
>
> —NYC Teacher

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After an observation…

✓ Timely, feedback based on lesson-specific evidence that is tailored to the teacher's areas of strength and areas for growth is a critical feature of *Advance.* This feedback is what establishes the link between evaluation and development. Feedback must be provided after every observation. **Evaluators are required to deliver feedback that is evidence-based and aligned to the eight (8) Danielson *Framework for Teaching* components within 15 school days of the observation.** The format of feedback is at the evaluator's discretion (e.g., in-person professional conversation, email, or note).

✓ **A completed Evaluator Form must be provided to the teacher within 45 school days** following each observation. The Evaluator Form shall contain a score on any component that is observed during the observation. Evidence related to components 1a, 1e, and/or 4e that is observed by the evaluator during the observation or during the 15 school days immediately preceding the observation may also be included on the Evaluator Form. From the time an observation is conducted until the time the teacher receives the Evaluator Form for that observation, only one additional observation (formal or informal) may be conducted for that teacher.

✓ For teachers who select Observation Option 1, the **Post-Observation Conference** must be held at a mutually agreed upon time within **20 school days** after the formal observation occurs. The Post-Observation Conference provides the teacher and evaluator the opportunity to discuss the observation and engage in a meaningful conversation about the teacher's practice and discuss next steps for development. The Evaluator Form should be

completed and provided to the teacher after the Post-Observation Conference (Note: The completed Evaluator Form must be provided to the teacher within 45 school days following the formal observation).

Mid-Year Professional Conversations

Mid-Year Professional Conversations are an additional opportunity for teachers and evaluators to reflect on teachers' growth and where he/she needs additional support from the school leader as they engage in collaborative cycles of observation, reflection, feedback, support, and development and revisit expectations for the rest of the year. They take place from **January 2 to April 30**, and are required as the mid-year meeting for teachers with Teacher Improvement Plans (TIPs). Mid-Year Professional Conversations are an optional best practice for other teachers.

In preparation for these conversations, school leaders should communicate ahead with teachers to schedule the meetings, review prior observation reports, shared feedback, and related student data, and work to establish an inviting environment in which to host the conversation. Further suggestions for a successful Mid-Year Professional Conversation can be found in the Mid-Year Professional Conversations Toolkit posted on the *Advance* Intranet.

> **NYC Voices**
>
> *"[Advance] can serve as a constant, readily available source of information to guide one's instructional plans and progress/growth."*
>
> — NYC Teacher

Summative End-of-Year Conferences

The **Summative End-of-Year Conference** is a mandatory face-to-face individual meeting between the *Advance*-eligible teacher and his/her principal and/or other evaluator. The purpose of this collaborative conversation is to review feedback and ratings from observations of practice and to identify successes, areas for growth, and next steps toward the teacher's continued professional growth. It is also an opportunity to reflect on available student data that may inform ways to improve teaching practice so students learn and grow.

In order to support teachers with their end-of-year reflection and planning, evaluators should consult the Summative End-of-Year Conferences Toolkit, posted on the *Advance* Intranet Archive. This toolkit will be updated in spring 2017 to reflect guidance for the current school year.

Evaluators are expected to take the following steps:

> ## Key End-of-Year Evaluator Actions:
>
> ✓ **Hold a Summative End-of-Year Conference with each teacher between the last Friday in April (April 28, 2017) and the last Friday school is in session (June 23, 2017).**
>
> ✓ **Have copies of all completed Evaluator Forms available for review at the conference. Note that all evidence used to inform teacher ratings must be captured on the Evaluator Form.**
>
> ✓ **Deliver MOTP Summary Forms to teachers, obtain teachers' signatures, and place in teachers' personnel files by the last day of school (June 28, 2017).**

Teacher Improvement Plans (TIPs)

Any teacher who receives an *Advance* Overall Rating of "Developing" or "Ineffective" (which is the Transition Rating, when applicable)[6] for the prior year will work with their evaluator to develop and implement a meaningful Teacher Improvement

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[6] See glossary for more information.

Plan (TIP) early in the school year. The purpose of a TIP is to assist teachers to work to their fullest potential. In creating the TIP, evaluators will consult with teachers to identify specific improvement areas as well as a timeline and plan for assessing improvement in teacher practice. Evaluators and teachers should consider the types of support teachers need to be successful.

- Evaluators will support teachers who receive an *Advance* Overall Rating of "Developing" or "Ineffective" with a TIP no later than 10 school days from the first day of school (**September 22 in 2016**). The TIP will be discussed as a part of the Initial Planning Conference (IPC), to be held by teachers receiving a TIP by **September 22, 2016**. Teachers may request the attendance of a union representative at these TIP planning meetings. The TIP may be subject to further discussion at an additional Mid-Year Professional Conversation as described below.

- The TIP outlines a plan of assistance for the teacher and establishes a timeline for assessing progress.

- The TIP should in no way be construed as disciplinary in nature and should be seen by all parties involved as a way to improve educator effectiveness through professional development.

- For the 2016-17 school year only, the TIP may be subject to further discussion at an additional meeting in accordance with the following:
  - Teachers rated "Ineffective" in the previous school year may request, in writing, a separate meeting to further discuss the TIP. If requested, such meeting shall occur at a mutually-agreed upon time, but no later than 20 school days (**October 11 in 2016**) from the first day of school. Based on the feedback received from the teacher at this meeting, the principal may modify the TIP prior to 20 school days (**October 11 in 2016**) from the first day of school.
  - Teachers rated "Developing" in the previous school year may request, in writing, a separate meeting to further discuss the TIP and such request shall not be unreasonably denied. This meeting shall occur at a mutually-agreed upon time, but no later than 20 school days (**October 11 in 2016**) from the first day of school. Based on the feedback received from the teacher at this meeting, the principal may modify the TIP prior to 20 school days (**October 11 in 2016**) from the first day of school.

- As part of the TIP, the teacher and evaluator will engage in the following meetings:
  - Meeting #1: To occur in the same meeting as the Initial Planning Conference (**by September 22 in 2016**).
  - Meeting #2: To occur from January 2 – April 30.
  - Meeting #3: To occur in the same meeting as the Summative End-of-Year Conference.

At the second and third scheduled meetings, the teacher is responsible for presenting evidence to his or her evaluator that demonstrates the progress the teacher has made/is making towards achieving improvement on the outlined activities. It is the evaluator's responsibility to maintain copies of all documents used in the development and implementation of the TIP, and document the completion of each activity for improvement on the TIP form while the plan is in progress. The documentation must be accessible to both the evaluator and the teacher.

Upon successful completion of all activities outlined for improvement, and upon conclusion of the final meeting between the teacher and his/her supervisor, the TIP shall be deemed complete. The supervisor will inform the teacher through verbal and written communication that the TIP has been successfully completed. The evaluator will then place copies of all documents used in the development and implementation of the TIP in the teacher's personnel file within 10 school days of the completion of the TIP process. For more information and support, review TIP: At a Glance and the TIP Toolkit.

For additional resources and information about MOTP, see the *Advance* MOTP Intranet.

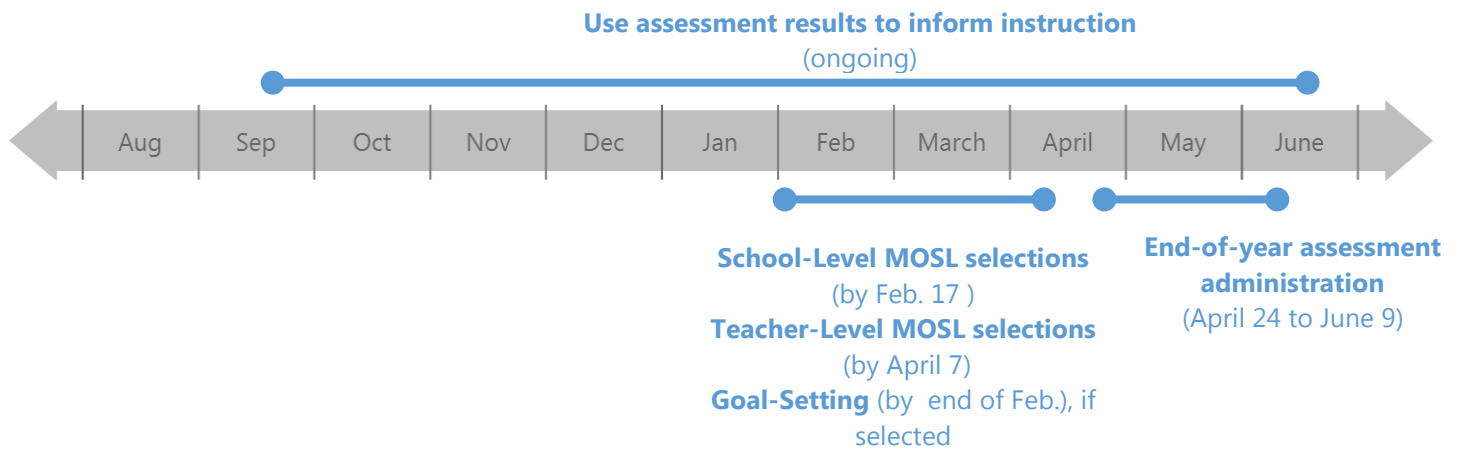# A CLOSER LOOK AT MEASURES OF STUDENT LEARNING (MOSL)

Introduction to Measures of Student Learning

Understanding how students are performing is a crucial step toward recognizing outstanding teaching and encouraging meaningful improvements in teaching and learning. Measures of Student Learning (MOSL) allow educators to better understand their students' strengths and how best to support student growth. The work of *Advance* provides the opportunity for schools to measure student learning in meaningful ways that reinforce their instructional priorities. This happens when members of the school community collaboratively make thoughtful decisions about how to measure student learning at their school, including which assessments to use, which student groups to target, how to calculate student growth, and how to norm and score assessments.

Students enter our classrooms at very different levels. This is why all student learning measures used in *Advance* are based on student growth over the year, *not* absolute proficiency levels. This focus on student growth is what drives instructional decision-making toward the goal of preparing all students for college and careers, and is the second category in a teacher's *Advance* Overall Rating.

While the assessment list and MOSL selections process for 2016-17 remain similar to years past, beginning this year, principals and School-based MOSL Committees will make only one MOSL selection for each grade/subject offered in the school. Additional information on this process and timeline for this year is available in the 2016-17 MOSL **School**-Level Selections Guide (*anticipated January 2017*) and the MOSL Supplemental Guides for Elementary Schools, Middle Schools, High Schools, and Alternate Assessments.

MOSL Timeline*

Use assessment results to inform instruction
(ongoing)

| Aug | Sep | Oct | Nov | Dec | Jan | Feb | March | April | May | June |

School-Level MOSL selections
(by Feb. 17)
Teacher-Level MOSL selections
(by April 7)
Goal-Setting (by end of Feb.), if selected

End-of-year assessment administration
(April 24 to June 9)

*Note that all timelines must be adhered to absent extraordinary circumstances (e.g., certain types of leaves); teacher absences do not count against these timelines.

MOSL Components

Each measure includes three components: an *assessment*, *target population*, and *growth measurement*.

COMPONENT	DEFINITION
Assessment	Refers to the assessment used to measure student learning. For MOSL purposes in 2016-17, this will continue to be a State Assessment, a NYC Performance Assessment, or a 3rd Party Assessment.
Target Population	Refers to the students included in the measure. For some teachers, the School-Based MOSL Committee (the Committee) may recommend the **individual** target population, which means the measure is based on the growth of a teacher's students taking the assessment in their course. Alternatively, the Committee and principal may select the **grade** or **school** target population (also referred to as **group measures**), which means the measure is based on the growth of all the students taking the assessment across the grade or school. Finally, the Committee may recommend a **linked** target population, which includes only the teacher's students who take an assessment administered in *another course.*
Growth Measurement	Refers to the method by which student growth is measured on a given assessment. This is recommended by the Committee as either goal-setting or growth model.

MOSL Selections and Process

Each year, schools have the opportunity to reflect on lessons learned and re-select their measures that best match their school's culture and evolving student needs for grades and subjects where a State assessment or selection is not mandated (e.g. where the State assessment is required, but there is an opportunity to select the growth measurement). Schools may re-examine their strategic use of assessment and refine systems and structures to ensure assessments are used to drive improvements in practice and student learning. The School-Based MOSL Committee (the Committee) works together to determine the best combination of components for these grades and subjects in their school, as applicable, based on available assessment options approved by the State. Making selections of all grades/subjects at the school-level ensures that Measures of Student Learning are applied consistently and fairly across all teachers of similar programs at a school.

For the 2016-17 through 2018-19 school years, grades 3-8 ELA and math State assessments may not be used for MOSL during these transition years. For all grades and subjects without mandated State selections used for MOSL, the Committee recommends assessments, target populations, and growth measurements, and the principal either accepts all of these recommendations or rejects all of these recommendations. In the case of rejected recommendations, the Default Measure (which in 2016-17 is a measure that consists of all assessments selected or required to be used for MOSL at the school.) will be applied. In school year 2016-17, allowable MOSL selections will be announced in January, and may begin on **February 1, 2017**. Schools have until **February 17, 2017 to make school-level MOSL selections**. Principals should notify teachers of the finalized school-level grade/subject selections when availble. More information on school-level MOSL selections, will be in the forthcoming 2016-17 MOSL **School**-Level Selections Guide (*anticipated January 2017*).

Once school-level selections have been made, teacher-level selection is completed to determine which assessments and target populations will be included in each teacher's individual MOSL calculation. These teacher-level MOSL selections

should be made by **April 7, 2017**. A more detailed explanation of teacher-level selections, will be available in the forthcoming 2016-17 MOSL **Teacher**-Level Selections Guide (*anticipated January 2017*).

For available assessment options per grade and subject in **school year 2016-17**, please review the MOSL Supplemental Guides for Elementary Schools, Middle Schools, High Schools, and Alternate Assessments.

In looking ahead to **school year 2017-18**, the NYCDOE is developing additional assessments for MOSL-eligibility purposes. These assessments will be subject to the approval of the New York State Education Department and will include: performance-based assessments, progress monitoring assessments, project based-learning assessments, and student learning inventories. More information on these assessment options will be available prior to the 2017-18 school year.

Importance of Norming Scoring Practices During Assessment Administration

Assessments such as the New York City Performance Tasks and Running Records are scored locally by teachers within each school. Teacher teams should norm their scoring practices to ensure that all scorers are calibrated to the rubric to ensure fair grading practices across students, teachers, and schools. Additionally, norming scoring practices presents a valuable opportunity to support collaborative professional development. By discussing assessment prompts, student work, rubric language, and student scores, teachers can establish a common understanding of what students need to know and be able to do. This information can inform planning and instruction.

The Norming Student Work Toolkit is a series of four professional learning facilitator guides designed for use by school teams to support the norming process that should be completed prior to scoring assessments. School leaders are encouraged to review the individual professional learning outcomes of the guides with their staff and offer sessions, as needed. While the sample materials referenced in the guides are the New York City Performance Tasks, the guides can be used to norm the scoring of Running Records, and any grade-wide or department-wide assessment or assignment throughout the year. School leaders or assessment coordinators should work with their instructional teams to develop a plan for norming and scoring.

> For additional resources and information about MOSL, see the
> ***Advance* MOSL Intranet**.

DAY-TO-DAY

Our vision for *Advance* stems from our goal of ensuring that every child graduates a critical thinker, prepared for college, a career, and a future as a productive adult. One key to achieving this long-term goal lies in the day-to-day actions of teachers, school leaders, and other NYCDOE staff. By integrating the practices of *Advance* — ongoing observation and feedback cycles in the context of Common Core Standards and curricula combined with a collaborative focus on student outcomes – we can ensure that all of our efforts are truly aligned with our vision.

> **NYC Voices**
>
> *"Advance truly advances teacher practice. It provides concrete data for teachers to reflect on in order to inform their instructional practice, and concrete data to ground effective feedback."*
> — NYC School Leader

Both MOTP and MOSL are designed to strengthen the efforts of teachers, teacher teams, school leaders, and support staff throughout the entire year. While the Initial Planning Conference and the Summative End-of-Year Conference serve as critical bookends for teachers and school leaders to step back and discuss teacher practice, student progress, and professional learning, the most critical work takes place during the months of school in between these conferences. **The effort that educators invest each day in their classrooms is what truly impacts student learning,** and *Advance* is most effective when teachers and school leaders collaboratively find ways to connect it to daily practice.

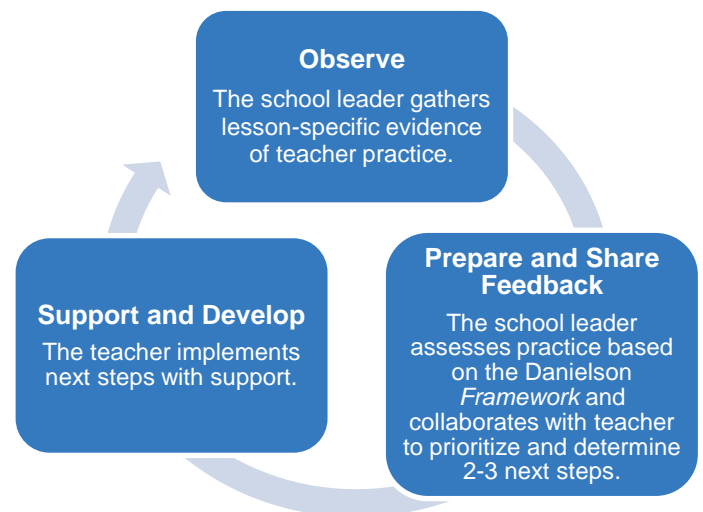## Best Practices: Integrating MOTP

Here are some best practices that have emerged across the City as teachers and administrators have integrated MOTP structures and practices into their daily work:

✓ **Use rubric language from the Danielson *Framework for Teaching* to anchor conversations about teacher practice:**
  o Teachers are using the Danielson *Framework for Teaching* when debriefing formative peer classroom visits, during common planning time, and other informal gatherings, such as talking to each other in the hallways. They are also incorporating it into self-reflection and planning for professional learning.

✓ **Build a culture of formative observation and feedback:**
  o School leaders conduct *formative* observations to support teacher development, in addition to evaluative observations. Teachers also participate in peer inter-visitations.[7]

✓ **Conduct regular feedback meetings:**
  o Principals and instructional teams meet daily to discuss observations, feedback, and planned support.

✓ **Communicate frequently and collaboratively set next steps:**
  o Teachers and school leaders review multiple sources of information and collaboratively determine areas for growth and appropriate next steps. These steps include both professional learning steps and classroom practice steps, as well as frequent professional conversations about progress.

Observe
The school leader gathers lesson-specific evidence of teacher practice.

Prepare and Share Feedback
The school leader assesses practice based on the Danielson *Framework* and collaborates with teacher to prioritize and determine 2-3 next steps.

Support and Develop
The teacher implements next steps with support.

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[7] For protocols, planning tools, and professional learning activities to support schools in implementing inter-visitation structures that support the needs of their teachers and students, see Collaborative Learning Through Peer Inter-visitation: A Toolkit for Educators.

Best Practices: Integrating MOSL

Best practices for integrating student learning data throughout the year can also be applied to data from MOSL-eligible assessments. These practices include:

✓ **Review student work and assessment results in vertical and horizontal teacher teams:**
   o Teams of teachers engage in collaborative review of student work to better understand the needs of individual students as well as grade-level, subject area, or school-wide trends.

✓ **Use norming exercises to discuss and plan instruction across grades or subjects:**
   o Some schools use the assessment norming and scoring processes througout the year to increase collaboration and ensure that teachers and administrators share a common understanding of student mastery levels, their strengths, and growth areas.

✓ **Use NYC Performance Task rubrics to review student work throughout the year.**

✓ **Use baseline assessments to determine student starting points:**
   o Some teachers who administer baseline assessments review the results early in the year to adjust their instructional plans for the year based on the individual needs of their students.

✓ **Use benchmark and other formative assessments to regularly check-in throughout the year to assess student progress:**
   o In addition to the baseline assessment and end-of-year assessments, some teachers choose to access centrally-provided, or create their own, through-year benchmark assessments that serve as critical check-points for assessing student learning.
   o This year, teachers will continue to access the NYC Performance Tasks in addition to centrally-provided CCLS-aligned benchmark options through Schoolnet. Prior year NYC Performance Tasks may be used as informal benchmarks since they are generally aligned in structure and skills to this year's NYC Performance Tasks.
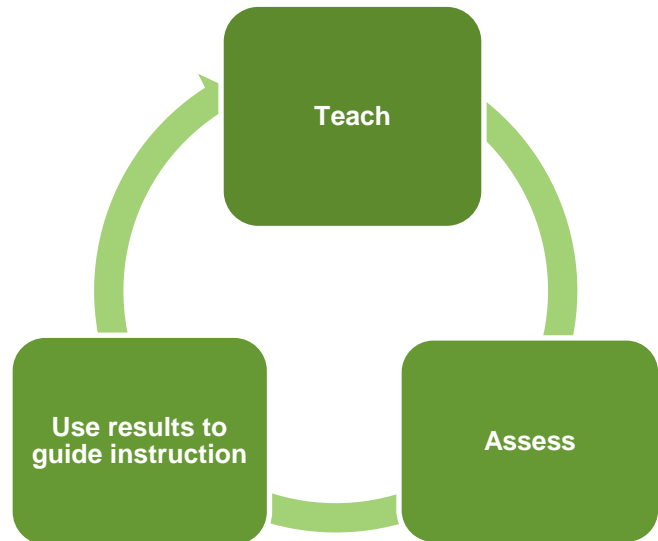
FINISHING THE YEAR STRONG: END-OF-YEAR STEPS

The end of the school year is a critical time for teachers and school leaders to assess student progress over the course of the year and to reflect upon each teacher's individual professional growth. *Advance* processes offer an important opportunity to collect critical student learning data, and to slow down and reflect upon teachers' hard work as school communities wrap up the current year and begin planning for the one ahead.

End-of-Year MOSL Assessment Administration

Since all MOSL ratings require the administration of an end-of-year assessment, many teachers will need to take specific steps related to MOSL at the end of the year. The forthcoming 2016-17 MOSL: Assessment Administration Handbook *(anticipated April 2017)* contains detailed information to support assessment coordinators, teachers, and school leaders as they prepare to administer assessments, norm and score them properly, and submit student scores for the NYCDOE to calculate ratings.

> Schools will be able to dedicate the 75-minute block after the regular instructional day to MOSL-related work during the End-of-Year assessment administration window in the spring.
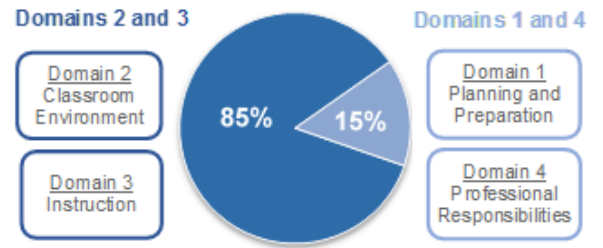
Summative End-of-Year Conferences

As described earlier in this document, the **Summative End-of Year Conference** occurs between the school leaders and the teacher, prior to the end of the current school year. Evaluators are required to hold a Summative End-of-Year Conference with each teacher between the last Friday in April (**April 28 in 2017**) and the last Friday school is in session (**June 23 in 2017**). Evaluators are also required to bring copies of all completed Evaluator Forms to this meeting.

Key End-of-Year Evaluator Actions:

✓ **Hold a Summative End-of-Year Conference with each teacher between the last Friday in April (April 28, 2017) and the last Friday school is in session (June 23, 2017).**

✓ **Have copies of all completed Evaluator Forms available for review at the conference. Note that all evidence used to inform teacher ratings must be captured on the Evaluator Form.**

✓ **Deliver MOTP Summary Forms to teachers, obtain teachers' signatures, and place in teachers' personnel files by the last day of school (June 28, 2017).**

Weighting for MOTP Rating[8]

A weighted average of all component scores from the school leaders' observations will determine final MOTP score (see chart at right). Components in Domains 2 and 3 are weighted more heavily (85%) than components in Domains 1 and 4 (15%). Scores from informal and formal observations will count equally.

Domains 2 and 3
- Domain 2 Classroom Environment
- Domain 3 Instruction

85% ◀ 15%

Domains 1 and 4
- Domain 1 Planning and Preparation
- Domain 4 Professional Responsibilities

Each teacher's MOTP Rating will be determined using new scoring ranges:

MOTP Rating	*New!* Scoring Range
Highly Effective	3.51 – 4.00
Effective	2.51 – 3.50
Developing	1.75 – 2.50
Ineffective	0.00 – 1.74

MOSL Rating

A teacher's MOSL rating is dependent on a number of factors, including a school's MOSL selection for that teacher. It is calculated after the end of the school year, once student assessment data is processed. Guidance is forthcoming on 2016-17 MOSL rating calculations, and will be available in the 2016-17 *Advance* Overall Ratings Guide (*expected August 2017*).

Advance Overall Ratings

Teachers will receive their 2016-17 *Advance* Overall Rating, which is the combined MOTP and MOSL rating, based on the matrix shown below, on **September 1, 2017.**[9]

Application of the Matrix Under §3012-d[10]
If a teacher receives a MOTP rating of **Effective**, and a MOSL rating of **Developing**, this teacher's *Advance* Overall Rating will be an **Effective**, according to the matrix.

Student Performance (MOSL)		Observations (MOTP)			
		H	E	D	I
	H	H	H	E	D
	E	H	E	E	D
	D	E	E	D	I
	I	D	D	I	I

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[8] Further guidance is forthcoming in the event that the NYCDOE does not receive a hardship waiver for Independent Evaluator observations.

[9] A teacher's *Advance* Overall Rating (Transition Rating, if applicable) is considered the rating of record. Teachers of grades 3-8 ELA and/or math will also receive an Advisory Result (on September 1, 2017, or as soon as soon as practicable thereafter), which includes results from these assessments. An Advisory Result is for formative purposes only and will not be used for personnel decisions.

[10] This matrix replaces the previous weighting of categories under §3012-c where 60% MOTP plus 40% MOSL were combined to equal 100% Overall Rating.

IN-PERSON SUPPORTS AND ONLINE RESOURCES

In-Person Supports

Teacher Development and Evaluation Coaches

The Teacher Development and Evaluation Coach (TDEC) is a member of the Superintendents' team and the principal's first point of contact with questions about *Advance*. These colleagues play a prominent role in implementation and professional learning by supporting school-based professional learning and providing resources to ensure schools effectively implement *Advance* across the district.

Each school's TDEC will:
- Ensure that school leaders have the information and support they need to meet the expectations of the *Framework for Great Schools* through effective implementation of *Advance* and Common Core Learning Standards.
- Offer job-embedded support for all aspects of *Advance* implementation, differentiated based on school needs.
- Join school administrators during classrooms visits to support rating accuracy and meaningful feedback practices.
- Check-in with evaluators and gather feedback to inform system-wide implementation.
- Help make connections between *Advance* and district-specific priorities.

Field Support Center Staff

Field Support Centers (FSCs) work closely with schools and Superintendents to provide integrated supports to address instructional, operational, and student service needs. The FSC Director for Teaching and Learning and *Advance* Leads collaborate with TDECs by coordinating data reporting, resolving operational issues, and providing technical assistance.

Online Resources

***Advance* Support Help Desk**

The *Advance* Support Help Desk is a team of NYCDOE staff dedicated to addressing inquiries about *Advance* from NYCDOE educators. Teachers, school leaders, and superintendents can email the Help Desk with any questions about *Advance*: AdvanceSupport@schools.nyc.gov.

***Advance* Intranet**

This online hub houses documents and resources designed to support teachers and school leaders implementing *Advance*. Here, you'll find up-to-date announcements with detailed information about all aspects of *Advance* including a library of policy questions and answers. This site will be the home of *Advance*-related resources and guidance released throughout the year. In addition, professional learning resources may be accessed from WeTeachNYC (*see below*).

Teachers and school leaders: Use your regular NYCDOE login information to access this site. If you do not know your log-in information, please use the password recovery and account confirmation tool.

Teach.Reflect.*Advance*

Advance Web Application

This online application is the data entry system that supports implementation of *Advance*. The tool allows school leaders to record and track observation data at both the teacher- and school-level, populate and print Evaluator Forms after observations, and automatically calculate both MOTP and MOSL scores and ratings. In addition, teachers may access the application to review confirmed Evaluator Forms and review their MOSL selections.

Teachers and school leaders: Use your regular NYCDOE login information to access this site. If you do not know this information, please use the password recovery and account confirmation tool. For user support navigating the features of the application, consult the 2016-17 *Advance* Web Application Support Guide.

Periodic Assessment Intranet

Visit the Periodic Assessment Intranet for information on assessments that are MOSL-eligible. In the 2016-17 school year, NYC Performance Tasks and other Periodic Assessments[11], as well as results from certain NYC Performance Assessments and 3rd Party Assessments will be available in Schoolnet to all schools that administer these assessments. Teachers, school leaders, and superintendents can email the Periodic Assessment Help Desk with any questions about assessment content, administration, and scoring: periodicassessment@schools.nyc.gov.

Teachers and school leaders: Use your regular NYCDOE login information to access this site. If you do not know your log-in information, please use the password recovery and account confirmation tool.

A Vision for School Improvement: Applying the *Framework for Great Schools*

The Vision for School Improvement highlights a process for schools to engage in as they embed the *Framework for Great Schools* into ongoing cycles of learning in support of the growth and success of all students.

This site supports teachers, school leaders, and school support teams with resources and tools for developing a shared understanding of the *Framework*, assessing needs and establishing goals, and engaging in cycles of learning. A collection of facilitation guides for professional learning activities are available to support teacher leaders and school leaders in guiding teams to deepen knowledge and strengthen practice.

WeTeachNYC

WeTeachNYC provides a centralized place where NYCDOE teachers and school leaders can explore the Danielson *Framework* through a self-assessment tool and find aligned professional learning resources, including teaching videos, facilitator guides and protocols to use with teacher teams, tools, and articles.

Teachers and school leaders: To access WeTeachNYC, log-in in using your NYCDOE username and password at www.WeTeachNYC.org.

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[11] These include Periodic Assessments that can also be selected as a MOSL and other assessments from the Periodic Assessment portfolio. For more information about Periodic Assessments available in Schoolnet, review the 2016-17 Periodic Assessment Guide.

3ʳᵈ Party Assessments: State-approved assessments developed by vendors. Many have previously been used in schools across NYC.

Advance: NYC's teacher development and evaluation system, as required by the New York State Education Department and negotiated by the NYCDOE and the UFT.

Advance Web Application: The [online application](#) that supports *Advance* implementation. School leaders and other groups can use this application to make MOSL selections, submit teacher ratings and monitor progress over the course of the year. It is recommended that schools use this data entry system to simplify data collection and reporting.

Evaluator: Any authorized district superintendent, assistant superintendent, principal, or assistant principal (or other trained administrator) of the observed teacher's school who has received the requisite training to properly observe, evaluate, and/or score the teacher's *Advance* Overall Rating in accordance with Education Law §3012-d and as outlined in the NYC's APPR plan.

Evaluator Form: The form completed by the evaluator within 45 school days of a teacher's evaluative observation for *Advance*. The Evaluator Form shall contain lesson-specific evidence for components observed during an observation and teacher-specific evidence for components relating to professionalism and preparation that may have been observed within fifteen (15) school days prior to the observation unless it was used as part of a letter to file. The Evaluator Form also has a space for additional evaluator notes, which are optional. The report can be prepared by entering teachers' ratings in the *Advance* Web Application or off-line by printing a blank form from the *Advance* Web Application. The form must be signed by the teacher and the evaluator and placed in the teacher's file in accordance with the Collective Bargaining Agreement.

Evidence: Specific, observable features of teaching practice captured by evaluators taken during any formal or informal classroom observation; it may also include direct observations of practice related to components 1a, 1e, and/or 4e captured within 15 school days preceding an observation unless it was used as part of a letter to file. Any notes are the sole property of the evaluator and do not constitute a record of the teacher observation process and, therefore, will not be included within a teacher's file. Evidence is drawn from the observation process, including notes recorded on the evaluator form.

Feedback: Evidence-based commentary that is aligned to the Danielson *Framework for Teaching*. The primary purpose of feedback is to reinforce strengths and to help teachers improve; for example, evaluators may note areas of growth that were observed and also note one or two areas for improvement. Evaluators must provide teachers with feedback in any format (verbal or written communication) within 15 school days following an evaluative observation.

Formal Observation: A full-period observation scheduled at a mutually agreed upon date and time. Formal observations must be preceded by a Pre-Observation Conference, scheduled at a mutually agreed upon time, and held no more than 20 school days before the observation is scheduled to occur and followed by a Post-Observation Conference held no later than 20 school days after the observation occurs.

HEDI Rating: The numerical value a teacher receives based on the evaluator(s) scoring of the components within each of the four Danielson Domains. The 1-4 HEDI score represents the numerical value associated with the four performance rating categories (Ineffective, Developing, Effective, and Highly Effective) established by the Commissioner.

Informal Observation: An observation lasting a minimum of 15 minutes; it does not require prior notification to the teacher. All *may* be unannounced but at least one *must* be unannounced.

Initial Planning Conference (IPC): A mandatory in-person, one-on-one meeting between the teacher and evaluator that is scheduled at a mutually agreed-upon time and occurs prior to any formal or informal classroom observations required by *Advance*. During the IPC, the evaluator and teacher discuss expectations for the year ahead and the teacher selects his or her Observation Option. This year, the IPC must be held no later than Friday, October 28, 2016.

Measures of Student Learning (MOSL): Measures of Student Learning measure how much students grow each year via a variety of assessments, which then allows educators to better understand their students' strengths and how best to support student growth. Each MOSL comprises an assessment (chosen from a list of allowable options), a target population (individual, group, or linked), and growth measurement (growth model or goal-setting). Each grade and subject in a school has an associated MOSL selection, whether it is State-mandated or a recommendation made to the principal by the School-Based MOSL Committee (Note: If the Committee's recommendation is rejected by the principal, the Default will be used). All teachers who are eligible to be rated under *Advance* will receive a MOSL rating, which accounts for one portion of a teacher's Overall Rating.

Measures of Teacher Practice (MOTP): Through Measures of Teacher Practice, educators engage in a collaborative cycle of observation, feedback, and reflection. All teachers who are eligible to be rated under *Advance* will receive a rating based on classroom observation ratings on eight (8) components of the Danielson *Framework for Teaching* (2013). MOTP ratings account for one portion of a teacher's Overall Rating.

NYC Performance Assessments: Open-ended item type assessments (e.g., evidence-based essay) developed in consultation with NYC teachers, NYCDOE, and assessment experts and scored against common rubrics. NYC Performance Tasks are one type of assessment option that is eligible for MOSL purposes.

Observation Option: The choice a teacher makes about how s/he will be observed and rated. The four options to choose from are the same as last year: Option 1 (at least one formal and at least three informal observations); Option 2 (at least six informal observations); Option 3, which is only available to teachers rated Highly Effective in the prior year (at least three informal observations, plus three classroom visits by a colleague); and Option 4, which is only available to teachers rated Effective in the prior year (at least four informal observations).

Target Population: The students who may be included in the MOSL for a given assessment:

- *Individual*: Only those students that a teacher teaches.
- *Grade*: Students in a given grade level.
- *School*: All students within the school.
- *Linked*: Includes only the teacher's students who take an assessment administered *in another teacher's course* (e.g., a HS Theater teacher is evaluated based on the growth of *only* his/her students on the 9th and 10th grade NYC Performance Tasks in ELA).

Teacher Improvement Plan (TIP): A plan developed and implemented by an evaluator and a teacher who had a prior year *Advance* Overall Rating of "Developing" or "Ineffective" (Transition Rating, when applicable). The plan identifies specific improvement areas as well as a timeline and plan for assessing improvement. Evaluators and teachers should consider the types of support teachers need to be successful. As a part of the TIP, the teacher and his/her evaluator will engage in three meetings throughout the school year to discuss and assess the progress the teacher has made/is making towards achieving improvement on the outlined activities.

Transition Years and Ratings: As New York State transitions to new learning standards, grades 3-8 English language arts (ELA) and math State assessments will not be used for stakes in teacher evaluations from 2015-16 through 2018-19. A

Transition Rating is an *Advance* Overall Rating that excludes results from grades 3-8 ELA and math State assessments. To read more about how ratings were calculated in 2015-16, please refer to the 2015-16 *Advance* Overall Ratings Guide.