Advance Frequently Asked Questions (FAQs)

2015-2016

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FREQUENTLY ASKED QUESTIONS (FAQs)

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FREQUENTLY ASKED QUESTIONS (FAQs)

1. **TEACHER ELIGIBILITY**

1.1 **General**

1.1.1 **Which teachers are evaluated using the Advance teacher development and evaluation system?**

Full-time K-12 classroom teachers who maintain active status for at least six cumulative calendar months during the current school year are evaluated using the *Advance* system.

The charts below show specific categories of employees that are and are not eligible under New York State Education Law 3012-c. This list is not comprehensive; it addresses some of the most frequently asked questions about categories of teachers. Teachers not evaluated using *Advance* are evaluated using the Satisfactory/Unsatisfactory (S/U) system.

### Teachers who are eligible for evaluation using *Advance* system

- Career and technical teachers
- General education teachers
- Special education teachers, ESL teachers, SETSS teachers, AIS teachers, and resource room teachers
- Transfer school, and D79 non-GED teachers
- Librarians

### Teachers who will be evaluated using S/U system

- Pre-kindergarten teachers
- Adult, community, and continuing education teachers (including GED teachers)
- Attendance teachers, counselors, secretaries, dental hygiene teachers, nurses, psychologists, social workers
- Teacher aides and teaching assistants
- Non-public school teachers and charter school teachers
- Teachers who teach less than 40% of a full-time position (including coaches/deans)
- YABC teachers
- Home and hospital teachers
- Speech teachers who perform only related services
- ROTC teachers

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1 Questions about S/U evaluation should be directed to HR Connect at 718-935-4000.
2 Only Librarians who are considered a teacher of record and who are assigned groups of students for instruction for 40% or more of a full-time position are eligible under *Advance*. For the 2015-16 school year, librarians who spend more than 60% of their time teaching flexible schedules are not eligible under *Advance*.
3 A full-time teaching position usually corresponds to five teaching periods per day. For example, in these schedules, teachers must teach at least two periods per day or the equivalent of two full days per week to be eligible under *Advance*; in a typical secondary school, where teachers teach 25 periods a week, a teacher who teaches fewer than 10 periods per week is not eligible for *Advance*.
4 We estimate that the large majority of speech teachers in NYC only provide related services at this time. Please contact your Teacher Development and Evaluation Coach (TDEC) if you believe you have a speech teacher who does not only provide related services.
5 ROTC teachers who spend 100% of their time teaching ROTC are not eligible under *Advance*. If a teacher spends part of his/her time teaching classes other than ROTC, then the above eligibility rules apply.
1.1.2 Who is eligible to receive a Teacher Improvement Plan (TIP) under Advance?

Any teacher who received an Advance Overall Rating of Ineffective or Developing for school year 2014-15, and is teaching in an Advance-eligible position in 2015-16, will receive a Teacher Improvement Plan (TIP) in 2015-16.

Teachers who received an Advance Overall Rating of Ineffective or Developing in 2014-15, who are not eligible for Advance in 2015-16 will not receive a TIP, but may receive individualized professional development in order to support continuous improvement.

Teachers who received an Advance Overall Rating of Ineffective in 2013-14 but were not eligible for Advance last year because they were on leave, will receive a TIP in 2015-16. Please note, for purposes of documentation, teachers who received an Ineffective rating in 2013-14 will not be available in the TIP function on the Advance Web Application. Instead, TIPs for these teachers will need to be handled offline using the TIP Form. Once finalized, a copy of the TIP should be shared with the teacher and placed in the teacher’s file.

1.2 Specific Situations

1.2.1 How does Advance work for itinerant teachers? How are Measures of Student Learning selected, and who does their Measures of Teacher Practice observations and conferences?

An itinerant teacher must be marked as eligible by the payroll school in the Advance Web Application.

The payroll school is responsible for conducting itinerant teachers’ Initial Planning Conferences and Summative End-of-Year Conferences. Observations may be conducted at any of the teacher’s locations, payroll or non-payroll. The principal of an itinerant teacher’s payroll school should work with supervisors at the non-payroll school(s) where the teacher teaches to ensure that required observations are completed. If non-payroll schools conduct observations, those schools should mark the teacher eligible in the Advance Web Application, enter the observation option that the teacher selected in his or her Initial Planning Conference, and proceed to enter observation reports as necessary; hard copies of these signed observation reports should be sent to the payroll school for inclusion in the teacher’s permanent file by the end of the school year.

Itinerant teachers’ State and Local Measures of Student Learning (MOSL) are determined by the payroll school only. If marked as eligible in the Advance Web Application at the non-payroll school, the non-payroll school will also see the teacher appear in the Advance Web Application: Teacher-Level MOSL Selections screen but should not make additional selections for this teacher.

If non-payroll schools do not conduct observations, they may simply mark the teacher ineligible in the Advance Web Application.

1.2.2 Are teachers who do not serve the full year eligible for Advance (e.g., those who are hired late in the year or go on leave unexpectedly)?

All teachers serving students should be observed and provided with meaningful feedback. K-12 teachers who will maintain active status for fewer than six cumulative months (e.g., teachers hired from outside the NYCDOE late in the year) are not eligible for Advance. Teachers who are ineligible for Advance will receive an S/U rating. Schools are advised to meet Advance requirements for any teacher whose eligibility is still in question.

1.2.3 Are ATRs eligible for Advance?

Rotating ATRs are not eligible for Advance.

ATRs who are provisionally hired as teachers at a school and meet the eligibility requirements listed in FAQ 1.1.1 are eligible for Advance and must be evaluated accordingly. Additionally, ATRs in extended assignments lasting at least six cumulative months are Advance-eligible. Schools are advised to add these teachers to their “Teacher Eligibility” list in the Advance Web Application, mark these teachers eligible and meet all Advance requirements for any teacher whose eligibility is still in question.
2. MEASURES OF TEACHER PRACTICE (MOTP)

2.1 Evaluators

2.1.1 What are Measures of Teacher Practice (MOTP)?

Frequent classroom observations paired with timely, meaningful feedback and targeted support to help teachers continuously strengthen their instruction is a central feature of the NYDOE’s Framework for Great Schools, Vision for School Improvement, and Advance. Advance utilizes Charlotte Danielson’s 2013 Framework for Teaching to provide a common language to describe effective teaching practice, and regular, collaborative reviews of student achievement data to focus these conversations on improving student outcomes.

2.1.2 How are evaluators trained to use the Danielson Framework for Teaching fairly and accurately?

To ensure that the City’s APPR plan is implemented fairly and accurately, the New York State Education Department (NYSED) requires that evaluators receive robust training. Principals, as lead evaluators, are responsible for determining a teacher’s annual MOTP rating. All evaluators receive ongoing job-embedded implementation support from Teacher Development and Evaluation Coaches (TDECs). This support focuses on helping school leaders support teachers with understanding the rubric and developing their practice, and also guides school leaders through the process of teacher evaluation. For more information on various structures (in-person and online) that help support the implementation of Advance, review FAQ Sections 6.1 and 6.2.

In addition, principals must complete recertification training annually in order to serve as lead evaluators. For a returning principal to achieve re-certification for the 2015-16 school year, s/he must meet the following criteria:

1) SY 2015-16: Participate in Job-Embedded Support (7 hours). Job-embedded support includes half-day visits with a TDEC, focused on inter-rater reliability and support to implement Advance while engaging teachers in the process.

2) Fall-Winter 2015: Participate in a video review of teaching practice facilitated by a TDEC.

Principals who have not completed initial certification as lead evaluators (for example, new principals) must complete the requirements above and also meet the following criteria:

3) SY 2015-16: Participate in Additional Job-Embedded Support (3 hours). This additional half-day visit with a TDEC will focus on an introduction to Advance policy and focus on inter-rater reliability and support to implement Advance.

2.1.3 In addition to the principal, who else can serve as an evaluator?

Assistant principals and other school-based supervisors and administrators can serve as secondary evaluators under Advance. Secondary evaluators can perform many of the same Advance-related tasks that lead evaluators perform, for example:

A. Hold Initial Planning and Summative End-of-Year Conferences;
B. Discuss, prepare, and monitor progress of Teacher Improvement Plans;
C. Conduct informal and formal classroom observations; and
D. Give feedback and ratings based on lesson-specific evidence.

Please note that principals, as lead evaluators, are responsible for determining a teacher’s annual Advance rating and signing off on Teacher Improvement Plans.
2.2 Conferences

2.2.1 Which meetings must be scheduled by mutual agreement?

<table>
<thead>
<tr>
<th>Meetings to be scheduled by mutual agreement between teacher and evaluator</th>
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<tbody>
<tr>
<td><strong>Observation Option 1</strong></td>
</tr>
<tr>
<td>Initial Planning Conference</td>
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<tr>
<td>Pre-Observation Conference for formal observations</td>
</tr>
<tr>
<td>Formal Observation</td>
</tr>
<tr>
<td>Post-Observation Conference for formal observations</td>
</tr>
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Please note that the Summative End-of-Year Conference is not required to be scheduled at a mutually agreed-upon time.

2.2.2 What is the window during which Initial Planning Conferences (IPC) can be held?

Initial Planning Conferences (IPCs) may be held between the first day teachers report to school (September 8 in 2015) and the last Friday in October (October 30 in 2015). For teachers who are absent from the first day of school until the last Friday in October (including those who commence service after the last Friday in October), the IPC should be conducted within 10 school days of his or her return to school.

2.2.3 What are the expectations for the Initial Planning Conference?

The IPC is a mandatory, one-on-one meeting between the teacher and evaluator that occurs prior to any formal or informal evaluative classroom observation. The IPC is an opportunity to support teachers in planning for the year ahead by discussing student data from previous years (including last year's MOSL results), performance goals for students, and how Advance can support teachers to achieve these goals. Teachers may choose to set professional goals as part of the IPC, however it may not be required of them.

Assistant principals and other secondary evaluators may conduct the IPC. This meeting must be scheduled at a mutually agreed-upon time between the teacher and evaluator. There is no minimum length of time for an IPC (i.e., it does not need to be a full class period), but the conference must be long enough to cover all of the requirements. At this meeting, teachers are required to select an observation option (1, 2, 3, or 4) and indicate whether observations can be recorded via video. Teachers make their choices by completing and signing the MOTP Observation Option Selection Form. More information about observation option choices can be found in FAQ Section 2.3. For teachers who select Observation Option 1, the IPC may serve as a teacher’s Pre-Observation Conference if the teacher chooses and if the IPC occurs between 1 and 20 school days prior to the formal observation.

Teachers rated Ineffective or Developing based on criteria set forth in FAQ 1.1.2 will also discuss their Teacher Improvement Plan (TIP) during the IPC. For these teachers only, the IPC must be conducted prior to September 28, 2015.

2.2.4 When do Summative End-of-Year Conferences occur?

Summative End-of-Year Conferences between a teacher and evaluator(s) may occur anytime between the last Friday in April and the last Friday in June when school is in session. For 2015-16, Summative End-of-Year Conferences may take place between Friday, April 29, 2016 and Friday, June 24, 2016. Note that, unlike IPCs, evaluators are not
required to hold Summative End-of-Year Conferences at a mutually agreed upon time but are encouraged to accommodate teacher schedules whenever possible. More than one evaluator may be present at the evaluator's discretion.

When a teacher is absent between the last Friday of April and the last Friday in June, and the absence is foreseen and the evaluator was aware the teacher would not be present during this period (e.g., teacher is taking maternity leave), the Summative End-of-Year Conference shall be held before the teacher leaves. If the absence was unforeseen (e.g., extended leave) and therefore the evaluator could not conduct the Summative End-of-Year Conference, it must be held no later than the last Friday in October of the following school year (October 28 in 2016); if this occurs evaluators have discretion to conduct both the IPC and Summative End-of-Year Conference at the same time, so long as requirements for both meetings are fulfilled.

2.2.5 What are expectations for a Summative End-of-Year Conference?

Advance-eligible teachers participate in a face-to-face Summative End-of-Year Conference with their principal and/or other evaluator. The purpose of this collaborative conversation is to review feedback and ratings from observations of practice and to identify areas of improvement and next steps toward the teacher's continued professional growth; the Danielson 2013 Framework for Teaching serves as the common language for a discussion of areas of improvement that were observed throughout the school year and what next steps should be taken for future growth. Evaluators may schedule conferences before all of a teacher's observations are complete, and must have copies of all completed Evaluator Forms available for review at the conference; note that all evidence to inform teacher ratings must be captured on the Evaluator Form.

There is no required documentation to submit for the Summative End-of-Year Conference. If the teacher set optional goals at the start of the school year, the results of those goals may also be discussed for professional development purposes.

2.3 Classroom Observations

2.3.1 For which of the components from the Danielson Framework for Teaching will teachers receive ratings?

Teachers will receive ratings on a set of eight prioritized components of the Danielson Framework for Teaching, as they did in 2014-15:

- 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

The entire Framework, composed of 22 components, may be used for formative purposes.

2.3.2 What are the differences between the four observation options?

Advance requires that, at the IPC, teachers choose from four distinct observation options. The four observation options differ in the number and type of classroom observations that the teacher receives over the course of the year.
Observation Option 1
- Minimum of four observations over the course of the year.
- Observations must include a minimum of one (1) formal, announced, full-period observation scheduled at a mutually agreed upon time with accompanying pre- and post-observation conferences.
- Observations must include a minimum of three (3) informal, unannounced observations, at least 15 minutes in duration.
- There is no maximum number of observations a teacher may receive.

Observation Option 2
- Minimum of six (6) informal, unannounced, observations that each last at least 15 minutes in duration.
- There is no maximum number of informal observations a teacher may receive.

Observation Option 3 – ONLY for teachers with a 2014-15 Advance Overall Rating of Highly Effective
- Minimum of three (3) informal, unannounced observations that each last at least 15 minutes in duration.
- Teachers agree to open their classrooms to colleagues for at least three (3) non-evaluative classroom visits during which colleagues can observe and learn from their teaching; these classroom visits are scheduled at a mutually agreed-upon time between the observed teacher and the evaluator.
- There is no maximum number of informal observations a teacher may receive.

Observation Option 4 – ONLY for teachers with a 2014-15 Advance Overall Rating of Effective
- Minimum of four (4) informal, unannounced observations that each last at least 15 minutes in duration.
- There is no maximum number of informal observations a teacher may receive.

2.3.3 Are all teachers eligible to select the Advance Observation Option of their choice?

Any teacher may select Observation Option 1 or Option 2. Teachers who did not receive an Advance Overall Rating in the previous school year must choose either Option 1 or Option 2.

Teachers who had an Advance Overall Rating of Highly Effective for the previous school year have an opportunity to select Option 3, in addition to Option 1 or Option 2.

Teachers who received an Advance Overall Rating of Effective for the previous school year have an opportunity to select Option 4, in addition to Option 1 or Option 2.

<table>
<thead>
<tr>
<th>Previous Year's Rating</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
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<tr>
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<tr>
<td>No Rating for Previous Year</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.3.4 Does the tenure status of a teacher matter when choosing between Observation Options?

No; any teacher can select an allowable Observation Option regardless of tenure status.
2.3.5 Do evaluators need to wait until after October 30, 2015 to begin observations?

No. Evaluators can begin classroom observations for evaluative purposes for a teacher as soon as the teacher has participated in the IPC. Evaluators can always visit classrooms as part of general school supervision, as well as for formative or developmental purposes throughout the year.

2.3.6 What are the protocols for formal observations?

Formal observations are announced, full-period observations scheduled at a mutually agreed-upon time. The evaluator and teacher must mutually agree upon a time to meet, in-person, for an individual, face-to-face pre-observation conference 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; if the pre-observation conference is held within 15 days prior to the formal observation, the evaluator may collect evidence of planning and preparation to include on the Evaluator Form. Within 20 school days after the formal observation occurs, the evaluator and teacher also must agree upon a time to meet, in-person, for a post-observation conference, which will provide the teacher and evaluator the opportunity to discuss the observation, engage in a meaningful conversation about the teacher’s practice, and discuss next steps for development. Teachers may be rated on each of the eight components agreed upon by the NYCDOE and UFT for which evidence is observed.

2.3.7 What are the protocols for informal observations?

Informal observations do not need not be announced and are at least 15 minutes in duration. There is no maximum time for an informal observation. Informal observations do not require pre- and post-observation conferences. Teachers may be rated on each of the eight components agreed upon by the NYCDOE and UFT for which evidence is observed.

2.3.8 How many observers may be present during observations?

During both formal and informal evaluative observations, no more than one evaluator and two school-based observers may be present. The evaluator is solely responsible for completing the Evaluator Form.

2.3.9 What are the feedback requirements for observations?

To help ensure that teachers are provided with timely feedback on their practice, evaluators are required to provide lesson-specific feedback to teachers (verbally or in writing) within 15 school days of any evaluative observation. The Evaluator Form must be completed, signed by the evaluator and teacher, to be placed in the teacher’s file within 45 school days of an observation. Additionally, from the time an observation is conducted until the time the teacher receives the Evaluator Form for that observation, only one additional evaluative observation may be conducted.

2.3.10 What is the difference between feedback and an Evaluator Form?

In Advance, teachers receive both feedback and a Danielson-aligned rating captured on the Evaluator Form after each observation. Feedback should include the sharing of evidence aligned to the Danielson Framework. It is shared in any format (verbal or written communication). The primary purpose of feedback is to help teachers improve; for example, school leaders may note observed areas of strength and growth for the teacher and also note one or two specific actions that the teacher can take to improve his/her practice.

The Evaluator Form requires evaluators to provide lesson-specific evidence gathered during an observation for all components rated. This form also has a space for additional evaluator notes and/or feedback, which are optional. It can be prepared by entering teachers’ ratings in the Advance Web Application or off-line by printing a blank form from
the **Advance Intranet: Evaluator Form**. The completed, signed form must be submitted to the teacher’s file within 45 school days.

Sample completed Evaluator Forms of ratings based on informal and formal observations are available on the **Advance MOTP Intranet**. Note that these samples provide an illustration for training purposes and are not intended to illustrate every possible use of the form.

### 2.3.11 What is the difference between (p&p) and (obs) on the Evaluator Form?

In the **Advance Web Application**, there are two places to enter evidence and ratings on the evaluator form for components 1a, 1e and 4e — **preparation & professionalism (p&p) and observation (obs)**. Evidence related to components 1a, 1e, and/or 4e that is observed in the classroom during the visit should be included and rated in the (obs) fields. 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 should be included and rated in the (p&p) fields.

For each observation, evidence for components 1a, 1e, and/or 4e may be included and rated in either the (p&p) or (obs) field, or in both fields.

### 2.3.12 For Observation Option 1, must the pre-observation conference for a formal observation be lesson-specific?

Yes. 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; it is also an opportunity for the evaluator to observe evidence of planning. Finally, the evaluator and the teacher should discuss any outstanding questions or concerns and should agree on the date and time the formal observation will occur (no more than 20 school days following the pre-observation conference).

### 2.3.13 Are the evaluator’s low-inference/observation notes required to be provided to the teacher?

No; low-inference observation notes taken by the evaluator during the classroom observation are not required to be shared with the teacher or placed in the teacher’s file. However, evaluators must include lesson-specific evidence for each component rated on the Evaluator Form.

### 2.3.14 Can evidence collected outside of a classroom observation be considered when rating the eight components of the Danielson Rubric?

Yes, so long as it is done consistent with the teachers’ contract. The Evaluator Form allows evaluators to provide evidence and a rating for teacher practice for preparation & professionalism (p&p) in components 1a, 1e, and 4e if it was directly observed within 15 school days prior to the classroom observation. Examples of such evidence could include, but are not limited to, professional development activities that teachers participate in or lead, or a unit plan.

### 2.3.15 How are observations over the year compiled to form the MOTP rating?

Teachers will receive a rating for each component for which the evaluator observed evidence, but they will not receive an overall observation rating. Each of the prioritized eight components must be rated at least once over the school year. All eight do not need to be rated during each observation completed. Once all observations are completed, these individual component ratings are averaged together, one component at a time, to produce overall component averages. Once each of the overall component averages is calculated, the results are weighted according to their respective domain and then summed to arrive at a final MOTP Score. Further details and examples of this calculation are provided in the **MOTP Subcomponent Rating Guide**.
2.3.16 What are the protocols for use of video or photo during observations?

All observations must be conducted in person, unless the teacher and evaluator agree that evaluators do not need to be present when videotaping. Each teacher must indicate whether they would like to include videotaping as part of the observation process for the year on the MOTP Observation Option Selection Form. This form is completed, signed, and retained in the teacher’s file at the IPC. The teacher should retain a copy of the form. Teachers who wish to be videotaped must select from the following options:

1. The evaluator chooses which observations, if any, will be videotaped.
2. The teacher designates that some observations must be videotaped. In this case, a teacher who selects Observation Option 1 will have the formal observation videotaped; a teacher who selects Observation Option 2 will have two of the informal observations videotaped (the evaluator may choose which ones); and a teacher who selects Observation Option 3 or Observation Option 4 will have one informal observation videotaped (the evaluator may choose which one).

Please note that the use of video outside of the evaluation process for formative purposes, such as for coaching and professional development of teachers, is allowable and recommended. School administrators who do not have capacity to record observations per the teachers’ selections should contact their TDEC.

Still photography during classroom observations is permitted, but should, to the extent practicable, be unobtrusive.

2.3.17 Can evidence of misconduct be included in a teacher’s rating?

Yes. Principals are obligated to investigate and document evidence of teacher misconduct, and to take appropriate disciplinary action as part of their supervisory responsibilities. The process for documenting misconduct through a disciplinary letter to the teacher’s file remains the same. However, the 2014 NYCDOE-UFT contract specifies that (a) misconduct that occurs during an observation that constitutes evidence of components 1a, 1e, and/or 4e can be included on the Evaluator Form and in a disciplinary letter; and (b) misconduct that occurs outside of a classroom observation but during the 15 school days prior to a classroom observation and constitutes evidence of components 1a, 1e, and/or 4e, can be included on the Evaluator Form or in a disciplinary letter (not both). If misconduct occurs outside of a classroom observation and more than 15 school days prior to a classroom observation, the misconduct can only be included in a disciplinary letter.

2.3.18 What should school leaders do if he/she misses deadlines associated with the observation process?

Schools should plan ahead to ensure no deadlines are missed. If a school experiences extraordinary circumstances that cause it to miss the deadline for a required element of Advance (for example, the Initial Planning Conference or Summative End-of-Year Conference deadlines), the principal should contact his or her TDEC for support. In addition, evaluators should keep records of any scheduling issues that pose a barrier to meeting deadlines.
3. STATE AND LOCAL MEASURES OF STUDENT LEARNING

3.1 General

3.1.1 What are Measures of Student Learning (MOSL)?

Measures of Student Learning (MOSL) help us assess student academic achievement. Understanding how students are performing is a crucial step toward recognizing outstanding teaching and encouraging meaningful improvements in teaching and learning. Schools select from a variety of assessments to measure student learning in a way that best supports school culture and instructional priorities. In turn, teachers use students’ performance to continuously measure student progress and to shape and adjust instruction accordingly over the course of the year.

3.1.2 What resources are available to support MOSL processes?

Please consult the Advance MOSL Intranet for quick links to important resources; it is updated regularly.

3.1.3 What is the School Local Measures Committee and who is part of it?

The School Local Measures Committee recommends Local Measures selections to principals for each grade/subject in the school. The committee is composed of 8 members of the school community. A school’s principal will select 4 members (either teachers or administrators) and the school’s UFT chapter leader will select 4 members. More information on the Committee and its functions is located in FAQ Section 3.2.

3.1.4 Can a new principal change committee members’ or schools’ State and Local Measures selections?

Any principal assigned after September 28, 2015 must implement the selections of his/her predecessor for that school year (State and Local Measures are selected annually). A new principal assigned to a school prior to September 28 can select different individuals for the four members of the committee appointed by the previous principal and can also make different selections for State and Local Measures than his/her predecessor. Interim acting principals or principals assigned have the same decision making authority with regard to State and Local Measures as other principals.

3.1.5 What funding is available to support schools with the implementation of State and Local Measures?

The NYCDOE will provide each school with flexible per-session funding to be used to support the implementation of Measures of Student Learning. Schools’ per-session funding is allocated based on schools’ expected student enrollment. Allocations by enrollment tier will be available in late-September. This fall, the NYCDOE will provide information to principals and field support staff about how these funds will be transferred to schools.

Additionally, per the NYCDOE-UFT agreement, teachers can dedicate the 75-minute block after the regular instructional day on Tuesdays to MOSL-related work during the baseline and end-of-year assessment administration windows. See the 2015-16 MOSL: Assessment Administration Handbook for further details.

3.1.6 How will schools access and print/copy assessments used as Measures of Student Learning?

For schools using NYC Performance Tasks in 2015-16: If your selections are made in the Periodic Assessment Selection Tool by July 17, 2015, baseline performance tasks, rubrics, scoring guides, answer sheets and texts will be delivered September 8-10, 2015. If your selections are made in the Periodic Assessment Selection Tool before September 11, 2015, materials will be delivered September 28-30, 2015. If your selections are made after September 11, 2015, you may order baseline assessment resources directly from Schoolnet (Phone: 212-374-5162) or print at your school. Texts must be ordered through FAMIS. Information on access to end-of-year NYC Performance Tasks, for schools that choose to use them for MOSL purposes, is located in the NYC Performance Task: Administration, Scoring and Submission Guidance Chapter.
The NYCDOE will centrally pay for schools to procure some approved assessments used for State and Local Measures of Student Learning. These assessments include:

- Performance Series: ELA 3-11
- Performance Series: Math 3-9, Algebra, Geometry
- AP Exams: All areas
- SANDI/FAST
- WebABLLS licenses

The NYCDOE will also provide each school with flexible per-session funding to be used to support the implementation of Measures of Student Learning. See FAQ 3.1.5 for information about flexible per-session funding. Schools can use this funding to pay for printing/copying assessment materials or purchasing assessments used as a Measures of Student Learning; schools serving grades K-2 that choose NYC Performance Task (writing prompt) may use this funding to purchase texts.

### 3.2 School Local Measures Committee

**3.2.1 Who determines School Local Measures Committee meeting times, in the event that all committee members do not agree or cannot identify times at which all members can attend?**

The School Local Measures Committee should vote for a chair, who should make every effort to facilitate meeting times for which everyone is available. Only when this is not possible, the chair will serve as the final arbiter on committee meeting times.

**3.2.2 Should the principal and UFT chapter chair identify alternate School Local Measures Committee members in case any member(s) have to miss scheduled meeting times?**

Both the principal and the UFT chapter chair should each consider appointing an alternate who can commit to attending all of the meetings in a non-voting capacity. The alternate will be compensated in the same way as the other members of the committee. The principal or UFT chapter chair’s alternate stands in as a fully participating and voting committee member if one of the principal or committee chair’s appointed committee members is absent. In schools that chose their School Local Measures Committee members through a voting process, alternates should be chosen through a voting process as well.

**3.2.3 Does the School Local Measures Committee decision have to be unanimous?**

A committee can successfully pass one of the options with a simple majority, i.e., five votes in favor. However, ideally, committees should work collaboratively in an effort to reach consensus.

**3.2.4 How are votes conducted for the School Local Measures Committee?**

Each committee should decide on the method of voting (i.e., show of hands, ballot, etc.).

**3.2.5 Is attendance at meetings required to vote? What constitutes a quorum that must be present in order for a School Local Measures Committee meeting and/or a vote to take place?**

The state-defined guidelines around committee formation and voting do not specify that members must attend meetings in order to vote, and do not specify that a quorum is required for a meeting or vote.
The intent of the committee process, however, is to create a recommendation that will be best for each school. Committee members need to take their participation seriously and make best efforts to attend the scheduled meetings. Whenever possible, a vote should only take place on a date where all committee members are available to attend. Any school that cannot successfully conclude the committee process will use the state-defined Local Measures Default option.

3.2.6 Does anybody on the School Local Measures Committee have veto power, even if all other members agree?

Nobody on the committee has veto power. The committee may choose to present a recommendation to the principal or not. The principal reviews the recommendations and either accepts ALL or NONE of the School Local Measures Committee’s recommendations.

If the principal does not accept the School Local Measures Committee’s recommendations, or if the committee does not present a recommendation, then the Local Measures Default option will apply.

3.2.7 What happens if the School Local Measures Committee agrees on Local Measures for some grade/subjects but not all?

The School Local Measures Committee can select “no decision” for the grade/subject(s) for which they cannot reach a decision. The Local Measures Default option will apply to these grade/subjects.

3.2.8 If the principal and UFT chapter chair agree on the Local Measures Default option, is the principal still required to convene the School Local Measures Committee? What if the principal and the UFT chapter chair agree, but a substantial portion of the faculty does not and wants to engage in the committee process?

The principal is required to convene the School Local Measures Committee. The committee should meet and engage in the decision-making process. Following the process, the committee makes a set of recommendations to the principal. The principal reviews the recommendations and either accepts ALL or NONE of the recommendations. If the principal does not accept the recommendations, then the school will automatically default to the Local Measures Default option. See FAQ 3.3.1 for more details on the Local Measures Default option.

3.2.9 What happens if a school misses the September 28, 2015 deadline to make its School-Level State and Local Measures selections?

Schools that miss the September 28, 2015 deadline must use the Local Measures Default.

- There is no State Measures default. Principals are required to make decisions for State Measures for all applicable grades/subjects in their school by the September 28, 2015 deadline. If principals do not make State Measures decisions by the deadline, then the superintendent will make State Measures decisions.

- Schools should plan ahead to make sure that no critical deadlines are missed. If a school experiences extraordinary circumstances that may cause it to be unable to meet a deadline, the principal should contact his/her TDEC for support.
3.2.10 What happens if a school exhausts its schedule of meetings without having reached a decision?

If the School Local Measures Committee exhausts its schedule of meetings without having reached a decision, it may choose to hold additional meetings. If the committee cannot come to a decision, then the school will automatically default to the Local Measures Default option.

There is no State Measures default. Principals are required to make decisions for State Measures for all applicable grades/subjects in their school by the September 28, 2015 deadline. If principals do not make State Measures decisions by the deadline, then the superintendent will make State Measures decisions.

3.2.11 What is the role of the School Local Measures Committee after September 28?

Schools will make final State and Local Measures of Student Learning selections for each grade/subject in their school by September 28, 2015. Making selections at the school-level ensures that Measures of Student Learning are applied consistently and fairly across all teachers of similar programs at a school.

However, in many schools individual teachers teach multiple grade/subjects throughout the day. The School Local Measures Committee will reconvene later in the fall to recommend which grade/subjects shall be included in these teachers’ individual Local Measures. The principal will approve all final teacher-level MOSL selections.

If the School Local Measures Committee recommends that the committee set goals for any assessment paired with a grade or school target population, then they will also reconvene later in the fall to set these goals. For more information about specific timelines, see Advance at a Glance: Action Steps (September-November 2015) on the Advance Intranet.

Some schools may also choose to leverage their School Local Measures Committee to support other MOSL implementation steps, including supporting teacher teams to norm scoring practices, score and submit baseline assessments, and score and submit end-of-year assessments. See the Advance MOSL Intranet for more details.

3.3 Default Options

3.3.1 What is the Local Measures Default option for 2015-16?

<table>
<thead>
<tr>
<th>Local Measures Default for SY 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT: All assessments administered at the school used for State Measures</td>
</tr>
<tr>
<td>TARGET POPULATION: School</td>
</tr>
<tr>
<td>MEASUREMENT: Inherited from School’s State MOSL Selections</td>
</tr>
<tr>
<td>SUBGROUP (if applicable): Lowest performing third of students</td>
</tr>
<tr>
<td>BASELINE ASSESSMENTS: Inherited from School’s MOSL Selections</td>
</tr>
</tbody>
</table>

3.3.2 What is the State Measures Default option for 2015-16?

There is no State Measures Default. Principals are required to make decisions for State Measures for all applicable grades/subjects in their school by the September 28, 2015 deadline. If principals do not make State Measures decisions by the deadline, then the superintendent will make State Measures decisions.
3.4 Assessments and Target Populations

3.4.1 Students who do not take assessments: Are students who do not take assessments included in a teacher’s score?

Students who do not take post-test assessments will not be included in a teacher’s score. This includes students who are absent for the duration of the post-test administration period as well as students who refuse to take assessments. No student should be coerced into taking or not taking any assessment. Principals are responsible for ensuring that teachers adhere to these guidelines and ensuring that any decisions about assessment administration are in the best interests of students. The NYCDOE will monitor and investigate unusual patterns in assessment taking.

3.4.2 Regents exams: What happens if a student takes the same Regents exam twice in a year?

School, Grade or Linked Target Population: If a student takes the same Regents exam in January and June, only the higher result will be used for State and Local Measures.

Individual Target Population: If a student takes the same Regents exam in January and June, and has the same teacher in the fall and spring, only the higher result will be used for State and Local Measures. If the student has different teachers in the fall and spring, the January Regents will be used for the fall teacher and the June Regents for the spring teacher. Students will be equally weighted in a teacher’s State and/or Local Measures subcomponent score if they are in a teacher’s course for the same length of time (regardless of whether they take the January or June Regents).

August Regents exams are not used for State and Local Measures.

3.4.3 Students taking the same assessment multiple times: Can a student take the same assessment twice?

A student cannot take the same assessment more than once. There may be instances where multiple teachers are evaluated using the same assessment for the same students (e.g., a social studies teacher is linked to the NYC Performance Task - ELA). In these instances, the assessment should be administered in the grade/subject(s) where it has been selected with an individual target population.

Note: Students can take Regents assessments multiple times. Please see FAQ 3.4.2 for more information.

3.4.4 Using assessments from a different subject or grade: Can a teacher use an assessment in a subject or grade that is different from what s/he teaches (e.g., a social studies teacher uses an NYC Performance Task - ELA)?

K-8 Schools: For individual target populations, the assessment can only be selected if the assessment will be administered in the grade/subject for which it was selected. Teachers should administer assessments to students based on their grade level (e.g., a 5th grade social studies teacher should not use a 3rd grade ELA performance assessment). A student’s grade level is determined by his/her "grade level" code in ATS.

If a school wants to hold teachers accountable for an out-of-grade/subject assessment, they can do so via the grade, school, or linked target populations.

High Schools: The assessment level should match the content of the course, and may or may not be identical to the student grade level.
3.4.5 **Consortium and IB schools: Can Consortium and IB schools use Regents-equivalent exams as State or Local Measures?**

Regents-equivalent exams may be used by Consortium and IB high schools for State and Local Measures. Regents-equivalents can be used in grades and subjects where Regents exams are required as well as in other grades and subjects. Schools using Regents-equivalents must use goal-setting as their growth measurement. Schools using Regents-equivalents must follow the state’s scoring and security guidelines.

3.4.6 **NYC Performance Tasks: Are NYC Performance Tasks mandated in grade/subjects where available?**

No; NYC Performance Tasks are not mandated for use but are designed to help teachers capture instructionally valuable information about their students. NYC Performance Tasks may be the right choice where assessments align with schools’ instructional priorities and strategic assessment plans.

When deciding whether or not to select NYC Performance Tasks, schools will need to carefully consider the number of end-of-year assessments students will take as well as how to best provide teachers with multiple measures. Multiple measures offer a more valid, robust picture of teacher performance and provide teachers with multiple sources of feedback. At the same time, effective assessment administration requires schools to allocate additional time for norming and scoring of assessments.

3.4.7 **Baselines: Are baseline assessments required?**

For the 2015-16 school year, the administration of fall baseline assessments is optional. If selected, fall baseline assessment results will be combined with applicable historical achievement data to identify similar students for growth model calculations. If the principal or School Local Measures Committee chooses NOT to administer baseline assessment for MOSL purposes, then teachers’ growth model results will be based on students’ historical achievement data only. Note that historical achievement data is limited in Grades K-3 so schools are encouraged to administer fall baseline assessments in these grades.

However, kindergarten grade/subjects lack historical data needed for teachers to review and the NYCDOE to use when calculating growth. **For this reason, if the NYCDOE growth model is selected with an individual target population, the administration of baseline assessments is required for all kindergarten grade/subjects.** If goal-setting is selected, administration of a fall baseline is strongly encouraged but not required.

Because baseline assessments can be instructionally valuable, schools may choose to administer fall baseline assessments even if they choose not to use the scores for MOSL purposes. For State Measures, the principal decides which of these baseline assessments, if any, will be administered for MOSL purposes. For Local Measures, the School Local Measures Committee recommends which of these baseline assessments, if any, will be administered for MOSL purposes. If the assessment is used for both the State and Local Measures, then the principal decides whether the baseline assessment will be administered for MOSL purposes. Note that schools must decide prior to administering fall baseline assessments whether or not the results of the assessments will be used for MOSL purposes (by September 28, 2015). The NYCDOE will only use students’ baseline assessment results for MOSL purposes if the school’s MOSL selections reflect this decision in the Advance Web Application.

3.4.8 **Baselines: What baseline assessments are allowed?**

For the assessments listed below, principals and School Local Measures Committees can elect to administer the fall baseline assessment for MOSL purposes (i.e., the results of the assessments will be included in the calculation of growth models):

---

6 Baselines for 3rd grade state assessments are not available. Schools, however, are encouraged to administer 3rd grade baselines assessments for Local Measures.
• **Certain NYC Performance Assessments:**
  - All NYC Performance Tasks
  - Running Records (DRA2, F&P, and TCRWP)
    - NOTE: For growth models and goal-setting, Running Records should be administered at the beginning of the year, even if the results of these assessments are not used for MOSL purposes.
  - SANDI/FAST
    - NOTE: The SANDI assessment is similar to a baseline assessment. If a school selects SANDI/FAST as a MOSL, the SANDI assessment must be administered at the beginning of the year, even if the results are not submitted for MOSL purposes.
  - WebABLLS
    - NOTE: If a school selects WebABLLS as a MOSL, the WebABLLS assessment must be administered at the beginning of the year, even if the results are not submitted for MOSL purposes.

• **Certain 3rd Party Assessments:**
  - Performance Series: ELA
  - Performance Series: Math

Note that principals and School Local Measures Committees may only select to administer baseline assessments for MOSL purposes for assessment selections with "Individual" target populations.

For all other MOSL assessments, teachers may administer a school-selected fall baseline assessment in order to gain valuable information about their students. The results of these school-selected fall baselines will not be used for MOSL purposes (i.e., the results will not be included in the calculation of growth models).

### 3.4.9 School-created assessments: Can schools use school- or teacher-created assessments as their State Measures or Local Measures?

No; schools cannot use school- or teacher-created assessments as State or Local Measures. Schools can use school- or teacher-created assessments in order to gain valuable information about their students or inform the goal-setting process. The results of these school-selected fall baselines, however, will not be used for MOSL purposes (i.e., the results will not be included in the calculation of growth models).

### 3.4.10 Target Population: What is the “linked” target population?

Beginning in the 2014-15 school year, teachers can be evaluated based on the performance of their own students in another teacher’s course. For example, the School Local Measures Committee could recommend that High School Theater teachers be “linked” to the 9th and 10th Grade NYC Performance Tasks – ELA using a linked target population. In this case, the High School Theater teachers’ Local Measure would be based on the growth of only his/her students on the 9th and 10th grade NYC Performance Tasks in ELA. Schools might also consider selecting Linked Measures for grade/subjects to foster professional collaboration.

Principals and School Local Measures Committee may either choose to assign a linked target population to a single assessment or they may choose to assign a linked target population to a bundle of assessments.

If the principal or committee chooses to assign a linked target population to a single assessment, then teachers in that grade/subject will be evaluated based on their own students’ growth on the selected assessment, even though these teachers do not administer the assessment. If the principal or committee chooses to assign a linked target population to a bundle of assessments, then teachers will be evaluated based on their own students’ growth on all of the assessments in the bundle, even though these teachers may not administer any of the assessments in the bundle.
For Local Measures, bundle choices include:
- All ELA assessments students take
- All Math assessments students take
- All Science assessments students take
- All Social Studies assessments students take

3.4.11 Target Population: Which target populations are allowed for each assessment?

All assessments may be used with any target population, subject to the requirement that grade/subjects leading to a state assessment use that state assessment with an individual target population for the State Measure.

A school can only use the school, grade, or linked target population with a particular assessment if it also uses that assessment with an individual target population for another grade/subject. For example, a school cannot select Performance Series: Math with a school target population for a grade/subject if they have not selected Performance Series: Math with an individual target population for another grade/subject.

3.4.12 Target Population: When will State and Local Measures be based on a subgroup of students?

While the intent of having both State and Local Measures is to have two different measures of student learning, in some instances the School Local Measures Committee may select the same assessment, same target population, and same growth measurement for the Local Measure as the predetermined or principal-selected State Measure. In this case, the growth of a subgroup of students will be used for the Local Measure. Subgroups must use the same growth measurement (and student targets where applicable) as used for the State Measures. Subgroup options are:

- Lowest Performing Third
- English Language Learners
- Students with Disabilities
- Over-age/under-credited
- Black/Latino males

School Local Measures Committees can choose their “subgroup of choice” to apply in all cases where the same assessment, same target population, and same growth measurement are selected for both State and Local Measures. School Local Measures Committees can also choose to “customize” subgroups by selecting different subgroups from the list for different grade/subjects when they make final Local Measures recommendations. Subgroups should not be selected if the subgroup reflects the entire population of students in the grade/subject (e.g., if all students in 1st Grade Core ELA are English Language Learners, the committee should not select the English Language Learner subgroup).

In the event that schools select the same assessment, same target population, and same growth measurement for State and Local Measures, but the School Local Measures Committees does not select a “subgroup of choice” OR the school selects the Local Measures Default, then the lowest performing third of students will be used.

3.4.13 Middle School Regents and Regents equivalents: Can Regents exams administered in middle schools be used as State or Local Measures?

The New York State Education Department (NYSED) approved a double testing waiver for 2014-15 which exempts middle school students in accelerated math courses from taking the Grade 7 or 8 Common Core math test in 2014-15. With its approval by NYSED, teachers of accelerated math courses must use the corresponding Regents exam (Common Core Algebra I or Geometry) for their State Measure. In March 2015, NYSED issued a memo stating that students who take the Regents examination in Algebra I (Common Core) in seventh or eighth grade will have their Regents scores included in their teachers’ state growth scores in 2014-15, provided the students did not also take the
grade-level math assessment. Students will not be included in their teachers’ state growth scores if they took a Regents exam other than Algebra I (Common Core) and/or if they are in a grade other than seventh or eighth grade. This waiver was extended through the 2018-19 school year.

3.4.14 Can the Grade 8 State Science Test be used for accelerated Grade 7 Science courses?

Academic policy allows Grade 7 students to take the Grade 8 State Science Test if they have completed the necessary material and are being considered for placement in an accelerated high school level science course when they are in Grade 8. Some schools have accelerated science programs, in which the intended end-of-year assessment for a Grade 7 science course is the Grade 8 State Science Test. In this circumstance, the Grade 8 State Science Test may be selected for use as a Measure of Student Learning for the Grade 7 science grade/subject. In other cases, such as when only a portion of students in a Grade 7 science course take the Grade 8 State Science Test, the Grade 8 test should not be selected for use.

3.5 Growth Measurement: Growth Models and Goal-Setting

3.5.1 Inability to calculate growth models: Are there any situations where the NYCDOE will be unable to calculate a growth model?

While it is unlikely, the NYCDOE may be unable to calculate growth models for some assessments if too few schools select an assessment. In this event, the NYCDOE will notify any affected schools to determine appropriate next steps.

3.5.2 Goal-setting: Are there any assessments that require the use of goal-setting?

Some assessments are not available for use with growth models due to small sample size or a lack of applicable historical achievement data. Schools must use goal-setting for the following assessments:

- Languages other than English (LOTE) Exams
- Second Language Proficiency (SLP) Exams
- Career and Technical Education (CTE) Exams (both NOCTI and Certiport assessments)
- Arts Commencement Exams
- SANDI/FAST
- WebABLLS
- New York State Alternate Assessment (NYSAA)
- Advanced Placement Exams (Foreign Language and Arts)

3.5.3 Goal-setting: How are individual student targets approved?

For assessments with individual target populations, teachers set goals for how students will perform on end-of-year assessments used for State and Local Measures and submit them to their principal by October 15, 2015. Principals then finalize and approve goals by November 16, 2015. Principals can designate administrators at their school to approve teachers’ goals on their behalf. Teachers and principals cannot change student goals once they have been set. For some assessments, the NYCDOE will provide teachers and principals with suggested goals based on students’ historical achievement and demographic characteristics. Further guidance on goal-setting is forthcoming.
3.5.4 Goal-setting with “grade” and “school” target populations: Who approves goals for grade and school target populations?

Local Measures: For assessments with grade or school target populations, the School Local Measures Committee can recommend if goals should be set by the committee or by the principal for Local Measures. If the committee is responsible for setting grade- and school-level goals they must finalize all goals by November 16, 2015. If the principal is responsible for setting grade- and school-level goals for Local Measures, s/he must set the goals and the superintendent will finalize and approve the goals by November 16, 2015. Principals/committees cannot change goals once they have been set.

State Measures: For assessments with grade or school target populations, principals set goals for how students will perform on end-of-year assessments used for State Measures and submit them to their superintendent by October 15, 2015. Superintendents then finalize and approve goals by November 16, 2015.

For some assessments, the NYCDOE will provide suggested goals based on students’ historical achievement and demographic characteristics. Further guidance on goal-setting if forthcoming.

3.5.5 NYCDOE suggested targets: How will NYCDOE suggested targets be calculated?

For some assessments, the NYCDOE will provide schools with suggested student goals based on students’ historical achievement and demographic characteristics. Historical achievement data will include results from assessments administered in prior school years but WILL NOT include any baseline assessment results. Schools can use baseline assessment results to inform the final goals they set for each student. Student demographic information will include student poverty status, English Language Learner status, and students with disabilities status.

3.5.6 Multiple Local or State Measures: Can a school choose to use multiple Local or State Measures for the same grade and subject? How are multiple measures going to be “weighted” to determine a teachers’ overall score?

There is no limit to the number of school-level Local Measures that the School Local Measures Committee can recommend for a particular grade/subject. For school-level State Measures, in grade/subjects in which there is a corresponding state test (Grade 3-8 ELA/Math, Grade 4 and Grade 8 Science, Regents, NYSESLAT, and NYSAA), principals cannot select additional measures beyond the corresponding state test. These grade/subjects can only have one State Measures selection. For school-level State Measures in all other grade/subjects, there is no limit to the number of State Measures that the principal can choose. If a school selects multiple State or Local Measures for a grade/subject, all teachers in that grade/subject must use ALL measures.

When multiple measures are used for the same teacher (either because the school selected multiple State or Local Measures or because the teacher teaches multiple grade/subjects), the different measures will be aggregated to derive a teacher’s overall 0-20 State Measures and 0-20 Local Measures scores given the following rules:

- If a teacher’s State or Local Measure only consists of measures with an individual target population, each measure is weighted by the number of student scores included in that measure (N).
- If the Measure is based solely on measures with a grade and/or school target population (i.e., group measures), each measure is weighted equally, regardless of the number of students included in each measure.
- If the Measure is based solely on measures with a linked target population, each measure is weighted by the number of student scores included in that measure (N).
- If individual and/or group measures and/or linked measures must be combined, individual measures are weighted by the number of student scores that are included in that measure (N); linked measures are weighted by the number of student scores that are included in that measure (N); and then these weighted individual-level measures and weighted linked measures are combined with group measures proportionally.
3.6 Specific Situations: Teachers

3.6.1 Classes with students from multiple schools: How do State and Local Measures work for classes with students from multiple schools (e.g., a district school that includes students from a District 75 inclusion program or an Advanced Placement class that includes students from multiple high schools in the same building)?

Teachers are responsible for all students in the courses used for their State and Local Measures, regardless of the school where students are enrolled. The teacher should use the State and Local Measures selected by the school the teacher is assigned to.

3.6.2 Co-teaching: What are the State Measures and Local Measures for co-teachers?

Co-teachers, including ICT classes, who only provide instruction in a co-teaching environment for the full year have the same State and Local Measures – assessments, target populations and growth measurements – for the class. They are both held accountable for all of the students in the class. General MOSL rules apply for teachers who co-teach part-time or for less than the full year.

For goal-setting with individual target populations, teachers are encouraged to work collaboratively on the recommended student goals they submit to principals, but this is not required. Principals are responsible for finalizing and approving these student goals. Principals cannot set different student targets for co-teachers.

3.6.3 Push-in/Pull-out (PIPO): What are the State Measures and Local Measures for PIPO teachers?

Push in/Pull-out (PIPO) teachers will be held accountable for the students they teach. Schools should ensure PIPO teachers are scheduled accurately in STARS so they can be linked to the correct grade/subject and students.

3.6.4 Multi-grade classes: What assessments should be administered for multi-grade classes?

To the extent practicable, all relevant assessments should be administered to students in multi-grade classes.

For example, in the case of a social studies class with 6th and 7th grade students, the selected assessment for Social Studies (6th Grade) should be administered to the 6th grade students and the selected assessment for Social Studies (7th Grade) be administered to the 7th grade students. In high schools, the assessment level should match the content of the course, and may not be identical to the student grade level.

See FAQ 3.7.3 for more information on minimum number of students for assessment administration.
3.6.5 District 79: How do State and Local Measures work for District 79, non-GED teachers?

The following applies to non-GED teachers at: East River Academy (ERA), Passages Academy, ReStart Academy, and the School of Cooperative Technical Education (Co-op Tech)\(^7\). Given the significant mobility of students at these programs, non-GED teachers will use the following State and Local Measures:

<table>
<thead>
<tr>
<th>State Measures</th>
<th>Local Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment:</strong> All state assessments taken by students in these programs</td>
<td><strong>Assessment:</strong> All state assessments taken by students in these programs</td>
</tr>
<tr>
<td><strong>Target Population:</strong> Program</td>
<td><strong>Target Population:</strong> Program, lowest-third of students</td>
</tr>
<tr>
<td><strong>Growth Measurement:</strong> Goal-setting (principal sets targets, superintendent approves)</td>
<td><strong>Growth Measurement:</strong> Goal-setting (principal sets targets, superintendent approves)</td>
</tr>
</tbody>
</table>

3.6.6 ESL Teachers and ELA Teachers of English Language Learner (ELL) students: What are the State and Local Measures for teachers of English Language Learner students?

Schools with English Language Learner (ELL) students should make MOSL selections for the “ESL” grade/subject for all grades that have ELL students.

The required State Measure for this grade/subject is NYSESLAT (Individual Target Population). The principal will select the growth measurement. There is no required Local Measure for this grade/subject. The School Local Measures Committee will recommend the Local Measures assessment, target population, and growth measurement. For NYC growth models, the NYCDOE will not calculate growth scores for teachers if they have fewer than six (6) student scores. Note: For NYSESLAT, it is six (6) student scores across all grades. There is no minimum number of students for goal-setting. Schools should consider these growth measurement limitations when making selections for ESL grade/subject(s).

The ESL grade/subject will be included in all ESL teachers’ State Measures. Additionally, for ELA teachers, if less than 50% of their students are covered by Grade 4-8 ELA or Math and 10 or more of their ELA students take the NYSELAT, the NYSELAT will be included in their State Measures (but this does not need to be selected in the Advance Web Application).

3.6.7 Trimester, semester, cycle schools: How should schools make Teacher-Level MOSL selections for non-annualized courses?

State and Local Measures selections for teachers of non-annualized courses (i.e., the application of the 50% rule for State Measures and the selection of grade/subjects to be included in Local Measures) will be based on all courses taught by the teacher throughout the year.

All Advance assessments, with the exception of January Regents exams, are designed as annual assessments.

Therefore:

In a subject where each of the terms covers annual content (e.g., the second term builds on the content from the first), the teachers from all terms will be held accountable for the students’ performance on the end-of-year assessment. For example, if the “Integrated Algebra 3 of 4” course is taught by one teacher in the fall and the “Integrated Algebra 4 of 4” course is taught by a different teacher in the spring, both teachers will be evaluated based on their students’

\(^7\) Note that at Co-Op Tech, non-GED teachers may instead use CTE assessments for MOSL purposes.
growth on the Algebra I Exam administered at the end of year. In a school where each of the terms does not cover annual content (e.g., the second term does not build on the content from the first), these teachers should be assigned a group or linked measure.

For assessments that use growth models, the NYCDOE will calculate scores following the rules described here.

For assessments that use goal-setting, the first-term teacher will recommend goals for the students and the principal will approve. First-term teachers shall set goals on the same timeline as other teachers. If the subsequent term’s teacher is known, it is recommended that the teacher and principal consult with him/her about student goals. The principal shall share these goals with subsequent term teachers within the first month of the start of the new term. Teachers in subsequent terms who have students without goals (e.g. newly enrolled students) shall set and have their goals approved within the first month of the start of the new term.

The only exception is a teacher of a course leading to a January Regents Exam. For teachers of these courses, the post-test is the January Regents Exam. This grade/subject will automatically populate in the fall teacher’s Teacher-Level MOSL selections.

Note that the Teacher-Level MOSL selection function in the Advance Web Application will be based on teachers’ current fall courses. The selection screen will be updated to reflect course changes in later terms. Schools can come back to the selections to review these additional records and update selections if necessary.

3.6.8 Minimum time for student-teacher assignment: When using an individual target population, is there a minimum amount of time that a student needs to be assigned to a teacher in order to have that student’s results included in the teacher’s State or Local Measures score?

Yes. For measures that are calculated by the NYSED (i.e., 4-8 math and/or ELA state growth scores), the minimum amount of time that a student needs to be assigned to a teacher is 60% of the year, accumulated before the post-test administration.

For measures that are calculated by the NYCDOE, the minimum amount of time is 3 months, accumulated before the post-test administration. The 3 months that a student needs to be assigned to a teacher can be accumulated over the course of the year up until the post-test administration date.

Only students who take the post-test assessment will be included in a teacher’s score. Note that a student may be linked to more than one teacher if s/he is assigned to each teacher for at least 3 months. This is also true if a student switches schools.

3.6.9 Student attendance and teacher attendance: Is student and/or teacher attendance taken into account in calculating teachers’ scores?

Teacher attendance is not taken into account when calculating teachers’ scores.

Students who do not take the end-of-year assessment (including drop-outs, no-shows, and long-term absences) will not be included in teachers’ Advance results. However, all students who take the post-assessment will be included in the teacher’s score, if they meet the linkage rules (see FAQ 3.6.8 for more information on minimum time for student-teacher assignment).

Both the NYSED and NYCDOE growth models adjust scores based on student daily attendance at the school, not class period attendance. The results of students with lower school attendance receive less weight in a teacher’s score than students with higher school attendance. For assessments that use goal-setting, prior student school attendance can be taken into consideration when setting individual students’ targets. Attendance after student targets have been finalized cannot be taken into consideration when calculating teachers’ scores.
### 3.7 Rules for Assigning Teachers to State and Local Measures

#### 3.7.1 Teacher license: Does a teacher’s license area impact his/her State or Local Measures?

State and Local Measures should be based on the grades/subjects that a teacher teaches, not on a teacher’s license area.

#### 3.7.2 50% rule: What is the 50% rule? Can schools go above or below the 50% rule?

*State Measures:* For teachers of multiple grade/subjects, the grade/subjects that result in a state growth score (e.g., Grades 4-8 Math and ELA) must always be used for a teacher’s State Measures. If a teacher does not teach any grade/subjects that result in state growth scores, or state growth score grade/subjects cover less than 50% of a teacher’s students, grade/subjects with the highest enrollment will be included next until 50% of students are included. Principals cannot choose to go above the 50% rule for teacher-level selections (i.e., to include additional grade/subjects beyond those that cover 50% of the teacher’s students).

*Local Measures:* The School Local Measures Committee will recommend which of a teacher’s grade/subjects should be included. The principal can choose to accept all teacher-level Local Measure recommendations or opt for application of the 50% rule. There is no limit to the number of teacher-level Local Measures that the School Local Measures Committee can recommend.

#### 3.7.3 Minimum number of students: Is there a minimum number of students for State and Local Measures (when using an individual target population)?

There is no minimum number of students for State and Local Measures that use goal-setting.

There is a minimum number of students for State and Local Measures that use growth models.

For ELA and math State Assessments in Grades 4-8, NYSED will calculate the growth scores for a teacher if the teacher has at least 16 student scores across all aforementioned grade/subjects. If there are fewer than 16 student scores available, the NYCDOE will calculate a local version of this growth score if the teacher has at least six (6) student scores within any one of the aforementioned grade/subjects.

For all other assessments except NYSAA, FAST, and NYSESLAT, the NYCDOE will calculate growth scores for teachers if they have at least six (6) students within a grade/subject who took the same assessment. The NYCDOE will not calculate growth scores for teachers if they have fewer than six (6) student scores.

For NYSESLAT, the NYCDOE will calculate growth scores for teachers if they have at least six (6) students who took the assessment, regardless of grade.

Schools should consider these growth measurement limitations when making teacher-level MOSL selections (e.g., in the Teacher-Level MOSL Selection screen of the *Advance* Web Application, select switch to goal-setting for situations where there may be fewer than 6 students per grade/subject for a given teacher). Please note that schools that select subgroups for Local Measures may need to review student rosters in detail for those teachers to ensure that the minimum number of students is met.
4. **TEACHERS’ **_ADVANCE OVERALL RATINGS_

4.1 _Advance Overall Ratings_

4.1.1 Where can I find information about 2014-15 _Advance_ Overall Ratings?

For more information about how _Advance_ Overall Ratings were calculated, see the [2014-15 _Advance_ Overall Ratings Guide](#).

4.1.2 What are the consequences for a teacher who is rated “Ineffective” two consecutive years?

Teachers rated “Ineffective” two consecutive years and where the Peer Validator concurs with respect to the second “Ineffective” rating may be subject to an expedited 3020-a hearing. At the hearing, teachers will face a presumption of incompetence which they shall have the burden to disprove. Failure to disprove the presumption may lead to the teacher’s termination, absent extraordinary circumstances.

4.1.3 What happens if teachers have been unsatisfactorily rated in the past? Will the “Unsatisfactory” rating carry over into _Advance_?

The two ratings systems are separate: An “Unsatisfactory” rating in a previous school year will not qualify as an "Ineffective" rating under _Advance_ for the purpose of bringing a dismissal proceeding pursuant to Education Law 3020-a. However, the NYCDOE may still bring such a proceeding against a teacher and use all relevant evidence and documentation from any evaluation period.
5. DATA SYSTEMS THAT SUPPORT ADVANCE

5.1 Advance Web Application

5.1.1 Which features of the Advance Web Application are required and which are optional?

The Advance Web Application is the data entry system that supports implementation of Advance. This tool allows evaluators 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.

See below for a list of which features of the Web Application are optional, but recommended, and which features are required.

School administrators should review the Advance Web Application Support Guide for assistance in navigating its features.

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<tr>
<th>Advance Web Application Features</th>
<th>Required or Optional?</th>
<th>When Available</th>
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<tr>
<td>Teacher Eligibility</td>
<td>Required</td>
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</tr>
<tr>
<td>2014-15 Advance Overall Rating Report</td>
<td>Report is required to be signed and placed in teacher's file</td>
<td>September</td>
</tr>
<tr>
<td>Teacher Improvement Plan (TIP)</td>
<td>Report is required to be signed and placed in teacher's file</td>
<td>September</td>
</tr>
<tr>
<td>Manage User Roles and Access</td>
<td>Optional: Recommended</td>
<td>September</td>
</tr>
<tr>
<td>Completion Summary Reports</td>
<td>Optional: Recommended</td>
<td>September</td>
</tr>
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<td><strong>Measures of Teacher Practice</strong></td>
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<tr>
<td>MOTP Observation Option Selection</td>
<td>Optional: Recommended</td>
<td>September</td>
</tr>
<tr>
<td>Observation: Ratings on each of the 8 focused Danielson rubric components for generating Evaluator Form</td>
<td>Optional: Recommended</td>
<td>September</td>
</tr>
<tr>
<td>Final 0-60 Measures of Teacher Practice Score</td>
<td>Required (for schools that do not enter observation ratings)</td>
<td>Spring</td>
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<td><strong>Measures of Student Learning</strong></td>
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<tr>
<td>School-level and Teacher-level State and Local Measures Selections</td>
<td>Required (unless school is using goal-setting only and performing offline calculations)</td>
<td>September</td>
</tr>
<tr>
<td>Goal-Setting: Final Goals (Individual target population)</td>
<td>Optional: Recommended</td>
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</tr>
<tr>
<td>Individual Goal-Setting: Final 0-20 State and 0-20 Local Measures Scores</td>
<td>Required (for schools that did not enter final goals)</td>
<td>Spring</td>
</tr>
</tbody>
</table>
Measures of Teacher Practice

*Advance* requires that:

- Evaluators use the Evaluator Form. Signed copies of the form must be placed in teachers’ files. Evaluators can generate the form online or download blank forms and complete them in writing.
- Every teacher receives a 0-60 rating. This rating must be calculated from the Evaluator Forms using formulas determined by law.
  - The *Advance Web Application* performs these calculations automatically. The Web Application will also allow users to see summary reports of teachers’ ratings, including which components have been rated for each teacher to help track progress towards rating all eight components annually.
  - Principals who choose to not enter observation rating data in the system will need to manually perform these calculations. The NYCDOE will provide an Excel tool that shows how to do these calculations. These schools will be required to enter final 0-60 ratings for each teacher into the Web Application (based on these calculations).

Measures of Student Learning

*Advance* requires that:

- Schools that select MOSLs with growth models must record teacher-level MOSL selections in the *Advance Web Application*. This is necessary for the NYCDOE to calculate teachers’ scores.
- For schools that select MOSLs with goal-setting with an individual target population, schools can choose either to enter final goals in the Web Application or calculate teacher’s scores offline. The Web Application will perform these calculations automatically if they are entered into the system. Principals who choose to not enter final goals in the system will need to manually perform these calculations. These schools will be required to enter final 0-20 ratings for State and Local Measures for each teacher.

Note: The *Advance Web Application* also allows principals to record their school’s State and Local Measures selections. Principals who choose to not enter their selections in the system must keep a copy of their selections on file signed by the principal and the chapter leader. These schools may also experience difficulties using the other *Advance Web Application* features designed to support MOSL implementation. For example, the teacher-level MOSL selection feature uses data entered into the Web Application to help schools match individual teachers’ course assignments with grade/subject school-level MOSL selections.

5.1.2 Where can I find information about how to use the *Advance Web Application* to enter *Advance*-related data?

The *Advance Web Application Support Guide* is available on the *Advance Intranet* to help schools use the *Advance Web Application* to review teacher eligibility, manage user roles and access, enter schools’ MOSL selections, and enter teachers’ MOTP selections and ratings.

5.2 Other Data Systems

5.2.1 What is the relationship between STARS and *Advance*?

STARS is the suite of course scheduling and grade management software applications developed and used by the NYCDOE. STARS standardizes and automates the collection and reporting of academic data for NYCDOE public schools. The [STARS Wiki Home Page](#) contains information to assist school administrators in navigating the system.

The *Advance Web Application* populates a teacher’s grade, subject and course information from STARS, which is then used to calculate teachers’ State and Local MOSL *Advance* ratings. Therefore, it is important for teachers to review their confirmed State and Local MOSL selections and complete Roster Maintenance and Verification (RMV) when the window opens in spring 2016. RMV gives teachers an opportunity to review and correct their class roster information, as necessary. More information about this is forthcoming.
5.2.2 Where can I find information about how to enter students’ assessment scores into the correct online database?

Scoring and submission information for each assessment is in the 2015-16 MOSL: Assessment Administration Handbook on the Advance Intranet.
6. RESOURCES TO SUPPORT IMPLEMENTATION

6.1 Online

6.1.1 Where can I find additional information about Advance?

The Advance Intranet is an online hub that houses documents and resources designed to support teachers and school administrators in implementing Advance. There, you will find up-to-date announcements with detailed information about all aspects of Advance including a comprehensive library of policy questions and answers. This site will be the home of all Advance-related resources and guidance released throughout the year. Teachers and school administrators can use their NYCDOE login information to access this site. If login information is unknown, please use the password recovery and account confirmation tool.

Additionally, the Advance Support Help Desk is a team of NYCDOE staff dedicated to addressing inquiries about Advance from NYCDOE educators. Teachers, school administrators, field support staff, and superintendents can email the Help Desk at AdvanceSupport@schools.nyc.gov with any questions about Advance.

6.1.2 Where can I find professional learning resources to implement Advance?

The NYCDOE offers a variety of resources to support teachers and schools as they implement Advance.

Support from Teacher Development and Evaluation Coaches (TDECs) and Advance Borough Field Support Center (BFSC) staff. TDECs will provide direct coaching support to schools and will collaborate with BFSC Advance staff to fully support schools as they implement Advance.

Online professional development resources are available in Learn. Some recommended learning opportunities (LO) include:

- **Introducing your Staff to the Framework for Teaching**: The materials in this Learning Opportunity provide teachers and school leaders an opportunity to build their familiarity with using the Framework for Teaching as a formative tool for growth. (LO 467)

- **Classroom Videos: Using the Framework for Teaching to Reflect on Teaching Practice**: These videos and the accompanying Calibrated Rating Rationales can support conversations and impact classroom practice thought aligning instruction to the Framework for Teaching. (LO 703)

- **Focus on The Classroom Environment: Professional Learning Activities**: These professional learning activities support teachers in strengthening their teaching and students’ learning through Domain 2 (The Classroom Environment) of the Framework for Teaching. These activities can be used during school-based professional learning time and be facilitated by either teachers or school leaders. (LO 777)

- **Focus on Instruction: Professional Learning Activities**: These professional learning activities support teachers in strengthening their teaching and students’ learning through Domain 3 (Instruction) of the Framework for Teaching. These activities also can be used during school-based professional learning time and can be facilitated by either teachers or school leaders. (LO 778)

The Professional Learning Intranet on the Advance Intranet houses tools and resources for MOTP and MOSL components of Advance.
6.2 In-Person Support

6.2.1 Will schools be receiving direct, in-person support as in past years?

Yes. The Teacher Development and Evaluation Coach (TDEC) is a member of the superintendent’s team and the principal’s first point of contact with questions about Advance. These colleagues play a prominent role in implementation and professional development by supporting school-based professional development 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 coaching support for all aspects of Advance implementation, differentiated based on school needs.
- Co-observe classrooms with evaluators 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.

TDECs also work closely with colleagues in the Borough Field Support Centers (BFSCs) to address instructional, operational, and student service needs. The BFSC Deputy for Teaching and Learning of every BFSC and the BFSC Advance Point support TDECs by coordinating data reporting, resolving operational issues, and providing technical assistance.

To locate contact information for your school’s district or BFSC supports, please visit the School Support Intranet.