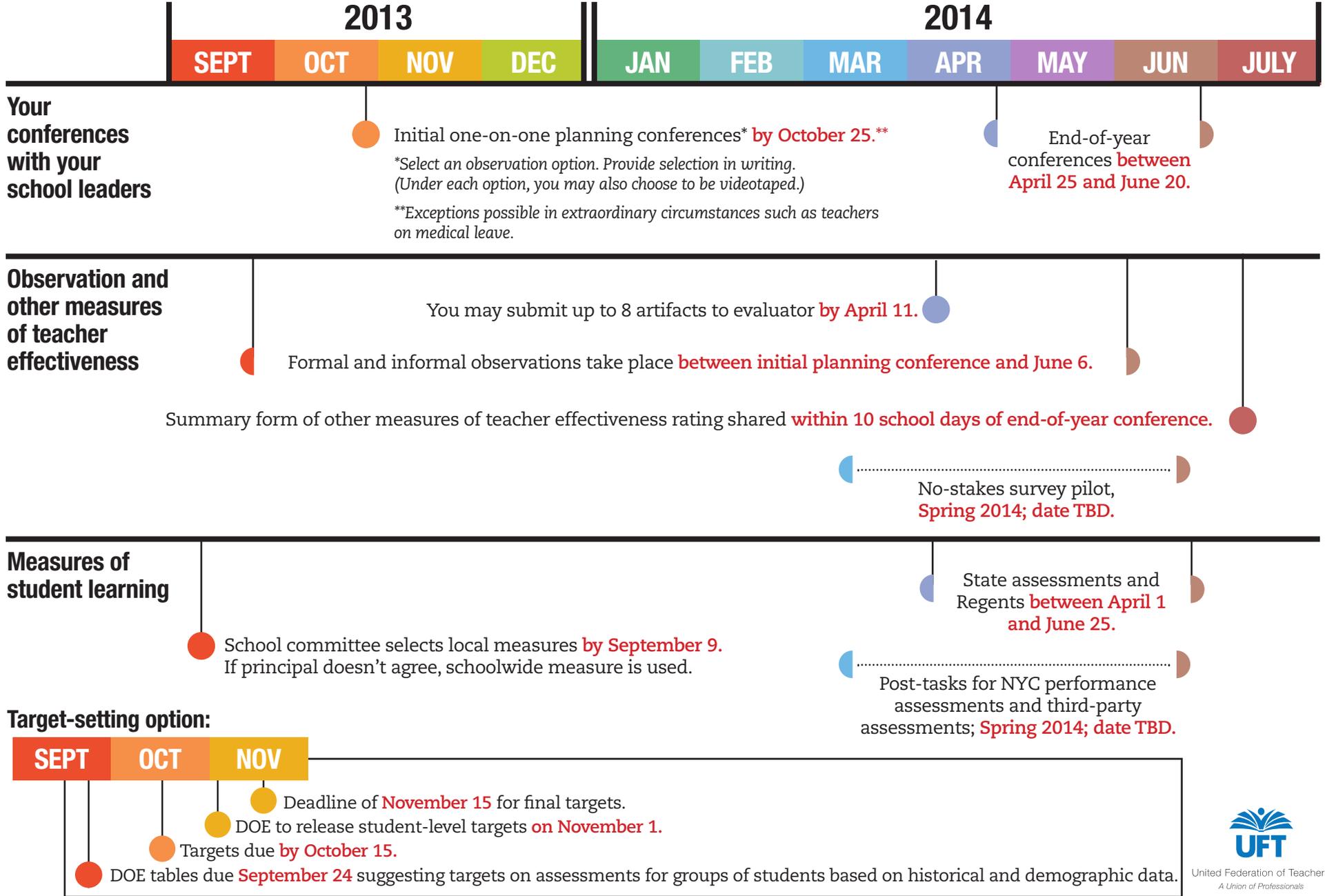


YOUR EVALUATION AND DEVELOPMENT TIMELINE



A QUICK-START GUIDE FROM THE UNITED FEDERATION OF TEACHERS

Getting started

with the new

teacher & evaluation & development

SYSTEM

THIS QUICK-START GUIDE BELONGS TO:



United Federation of Teachers
A Union of Professionals

This quick-start guide is intended to help you get off to a good start with the new teacher evaluation and development system.

You will find in this guide:

- Suggested steps that you may take during the first few months of the school year
- An explanation of the two options for classroom observations and an observation cycle timeline
- A list of professional records that are important to keep
- A chart showing the Danielson domains and components
- A graphic representation on the scoring components of evaluation
- Definitions of some commonly used terms
- An evaluation and development timeline

More information is available on the UFT website at www.uft.org/evaluation.

Who is covered by the new evaluation and development system?

- K-12 teachers with some exceptions

Who is not covered?

- Attendance teachers
- GED and Adult ed
- Guidance counselors
- Hearing ed and vision ed teachers who do not teach classes
- Lab specialists
- OTs and PTs
- Paraprofessionals
- Pre-kindergarten and LYFE teachers
- School nurses
- School psychologists
- School secretaries
- Social workers
- Speech teachers who only provide related services
- Substitute teachers
- Teacher assistants

Contact your chapter leader or district representative with any questions or concerns. Your district representative can be reached through the union's borough offices:

Bronx

Phone: 718-379-6200

Hours:

Monday - Friday:

10 a.m. - 7 p.m.

Brooklyn

Phone: 718-852-4900

Hours:

Monday, Wednesday, Thursday, Friday:

10 a.m. - 6 p.m.

Tuesday:

10 a.m. - 7 p.m.

Manhattan

Phone: 212-598-6800

Hours:

Monday - Thursday:

10 a.m. - 7 p.m.

Friday:

10 a.m. - 6 p.m.

Queens

Phone: 718-275-4400

Hours:

Monday, Tuesday, Wednesday, Friday:

10 a.m. - 6 p.m.

Thursday:

10 a.m. - 7 p.m.

Staten Island

Phone: 718-605-1400

Hours:

Monday, Wednesday, Thursday, Friday:

10 a.m. - 6 p.m.

Tuesday:

10 a.m. - 7 p.m.

Commonly used terms

Assessments: There are three general types: state assessments, including those in ELA, math and science and alternate assessments, NYSESLAT and the Regents exams; NYC performance assessments; and third-party assessments.

Components and component score or rating: Components are the 22 specific categories outlined in the four domains of Danielson's Framework for Teaching (2013 Revised Edition). Each component is scored on a HEDI range of 1 to 4 based on observations and submitted teacher artifacts.

Domains: The components of the Danielson Framework are grouped into four domains: Domain 1 - planning and preparation; Domain 2 - the classroom environment; Domain 3 - instruction; Domain 4 - professional responsibilities.

Evaluator (supervisor): Your evaluator or supervisor can be your principal, an assistant principal, district superintendent or assistant superintendent who has received training to observe and evaluate teachers in accordance with state Education Law § 3012-c.

Final composite APPR rating or APPR composite score: The final score you receive will be based on the composite scores of the three parts of the Annual Professional Performance Review (APPR): the state measure of student learning; the local measure of student learning; and observations and other measures of teacher effectiveness.

Group measures: Also called grade-level or schoolwide measures, these are any measures that cross classrooms. They are based on all the students in a particular grade and subject who are taking the same assessments, even if they take them with different teachers.

Growth measure: Once assessments are selected the principal (for the state measure) and committee (for the local measure) will choose one of two methods for measuring student growth — a growth model or target-setting.

Growth model: Under this method for measuring growth on assessments, the DOE calculates the student targets, results and teachers' scores. Results are calculated

based upon the growth of similar students in the same grade and subject on the same assessment.

HEDI: This is an abbreviation for the four rating categories — highly effective, effective, developing, and ineffective — established by the state education commissioner.

Initial planning conference: This is a face-to-face conversation between you and your evaluator conducted at a mutually agreed upon time no later than the last Friday in October. The purpose is to: outline your goals as a teacher for the school year; outline a plan for your evaluation; and discuss which observation option you have chosen and which observation components are to be evaluated and scored. You may submit up to two teacher artifacts at this conference. If you have chosen the first observation option, this initial conference may also serve as your formal pre-observation conference if it takes place less than 20 days before your formal observation.

Low-inference notes: Among the notes an evaluator takes during any formal or informal classroom observation or formative observation, any notes not explicitly labeled as "observation report" are considered low-inference notes. Low-inference notes belong solely to your evaluator and do not constitute a record, formal or informal, of the teacher observation process and therefore will not be included within your file.

NYC performance assessments: The DOE is required to create these for virtually all grades and subjects where a state exam does not exist; however, not all assessments are available for 2013-2014. Where they are available, they must be used in the state measure and can also be used for the local measure.

School committee: This refers to the school-based Measures of Student Learning (MOSL) committee or school MOSL committee which every school must have. Each committee will consist of four members selected by the UFT chapter leader and four by the principal. School committees will select local student-learning measures for their school, which they will present to the principal. If the principal rejects the com-

mittee's selection, he or she cannot make alternate selections. Instead, a default schoolwide measure of student growth shall be used.

Student learning objective (SLO): This is the state's term for the process used to determine student growth. In NYC, student learning objectives will be set either through the growth model or target-setting process, depending on the assessments and school-level choices.

Summative end-of-year conference: This is a face-to-face conversation between you and your evaluator conducted between April 25 and no later than June 20. The purpose is to discuss the classroom observations and scored evaluations throughout the year. This conference gives you an opportunity to present, explain, and answer any questions the supervisor may have about your submitted teacher artifacts. The Danielson 2013 rubric should provide the platform for a meaningful discussion that identifies improvements observed throughout the school year and what next steps should be taken for your future growth.

Target-setting: Under this method for measuring growth on assessments, you set targets for how students will perform on assessments. The DOE will provide predicted targets which teachers may choose to adjust. Principals will have final approval.

Teacher artifacts: This refers to any tangible evidence that you as a teacher gather over the course of the current school year for which you are being evaluated which is illustrative of your best teaching practices and used as evidentiary support to warrant a 1-4 HEDI score within the identified components of Danielson's Framework for Teaching.

Third-party assessments: These are assessments from a vendor that are on the state's approved list. Only some of the state-approved third-party assessments are allowed to be used for the state growth subcomponent in the measures of student learning.

Find more information, go to www.uft.org/evaluation

The Danielson Framework for Teaching

All four domains and all 22 components of the framework below will be used for supporting and evaluating teacher practice.

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
<ul style="list-style-type: none"> • 1a Demonstrating Knowledge of Content and Pedagogy • 1b Demonstrating Knowledge of Students • 1c Setting Instructional Outcomes • 1d Demonstrating Knowledge of Resources • 1e Designing Coherent Instruction • 1f Designing Student Assessments 	<ul style="list-style-type: none"> • 2a Creating an Environment of Respect and Rapport • 2b Establishing a Culture for Learning • 2c Managing Classroom Procedures • 2d Managing Student Behavior • 2e Organizing Physical Space
Domain 4: Professional Responsibilities	Domain 3: Instruction
<ul style="list-style-type: none"> • 4a Reflecting on Teaching • 4b Maintaining Accurate Records • 4c Communicating with Families • 4d Participating in the Professional Community • 4e Growing and Developing Professionally • 4f Demonstrating Professionalism 	<ul style="list-style-type: none"> • 3a Communicating With Students • 3b Using Questioning and Discussion Techniques • 3c Engaging Students in Learning • 3d Using Assessment in Instruction • 3e Demonstrating Flexibility and Responsiveness

The components of evaluation

Other measures of teacher effectiveness*	+	State or comparable measure	+	Locally-selected measure	=	Composite score	
60%		20%		20%			
55-60		18-20		18-20		91-100	HIGHLY EFFECTIVE
45-54		15-17		15-17		75-90	EFFECTIVE
39-44	+	13-14	+	13-14	=	65-74	DEVELOPING
< 39		< 13		< 13		< 65	INEFFECTIVE

EXAMPLE:

Other measures of teacher effectiveness rating: 53	+	State measures rating: 14	+	Locally-selected measures rating: 13	=	Overall rating: 80 (EFFECTIVE)
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*Rating for other measures of teacher effectiveness is a conversion from 1-4 scale to 60-point scale.

Getting started: The first 90 days

Important steps to take before Thanksgiving

✓ Attend a thorough meeting on the evaluation and development system

Make it a point to go to thorough meetings this fall on the new system. Learn how to make this system work for you in your professional development. Learn what you need to be extra vigilant about in case your school does not follow the system properly.

✓ Prepare for your initial planning meeting

By Oct. 25, you will meet with your supervisor (evaluator) to discuss your approach to instruction and your professional contributions to the school community.

To best prepare:

- ensure there is a clear understanding of the courses you are teaching.
- develop a working knowledge of the students in your classes, including the need for any differentiation.
- identify your professional goals.
- decide your preferred observation model and whether you want to be videotaped for evaluative purposes.

✓ Find out about the measures of student learning for your school

- Ask your chapter leader which locally-selected measures your school committee selected for your grades and subjects.
- Find out if you have to administer a baseline assessment, which one and by when.
- Find out which measures for the state 20% apply to your classes.

✓ Begin collecting artifacts

Start now to gather artifacts that illustrate your best teaching practices.

- By April 11, you may submit up to eight artifacts that should be tangible evidence of components within Domains 1 and 4 of the Danielson framework.

- Some possible artifacts are teacher-created assessments, classroom management plans, evidence of professional development, and other evidence of your skills as an educator.
- Keep your artifacts in a safe place.

✓ If you choose observation option 1, prepare for your pre-observation conference

Under observation option 1, you will have a pre-observation conference with your evaluator to prepare for your formal observation. At this meeting, you have the option of submitting a pre-observation conference form that outlines your lesson plan for your formal observation. Be prepared to also discuss:

- the focus, activities and expectations of your lesson.
- all the observed components of the Danielson 2013 rubric on which you will be evaluated and scored.
- your questions or concerns about the formal observation.
- the time and date for your formal observation.

✓ Begin documenting your informal observations

Under both observation option 1 and option 2, your evaluator may start visiting your classroom for informal observations.

- Informal observations must last at least 15 minutes.
- After each observation, your evaluator must provide feedback through a conversation, phone call or email.
- Within 90 school days of any informal observation, your evaluator must give you a written report.
- You may also want to consider documenting all classroom visits and your own reflections on them prior to receiving your evaluator's written report.

Classroom observation options

ALL TEACHERS Mandatory Initial Planning Conference

The teacher and the principal (or an assistant principal or other evaluator) have an individual, face-to-face conversation to discuss the teacher's goals and priorities for the school year. At this initial conference, the teacher chooses the observation option he or she wants for that school year. In addition, the teacher and evaluator discuss the components of the Danielson rubric and address any questions or concerns that the teacher may have.

OBSERVATION OPTION 1

Formal Classroom Observation (one)

A formal classroom observation is announced, takes a full period and requires a pre-observation conference and a post-observation conference. At the pre-observation conference, the teacher and the principal or other evaluator discuss the lesson focus, activities, students to be taught and expectations. At the post-observation conference, the two reflect upon the teacher's performance during the observation, discuss student work and learning outcomes and guide future teaching practice. The Danielson rubric provides a framework for these conversations.

Informal Classroom Observations (minimum three)

The principal or other evaluator makes at least three unannounced short visits to the teacher's classroom for a minimum of 15 minutes per visit. The evaluator must provide feedback to the teacher, whether through an in-person conversation, a phone call or an email. The evaluator writes up a report following each of these informal observations; this report must be provided to the teacher.

OBSERVATION OPTION 2

Informal Classroom Observations (minimum six)

The principal or other evaluator makes at least six unannounced visits to the teacher's classroom for a minimum of 15 minutes per visit. The evaluator must provide feedback to the teacher, whether through an in-person conversation, a phone call or an email. The evaluator writes up a report following each of these informal observations that must be provided to the teacher.

ALL TEACHERS Mandatory, Summative End-of-Year Conference

The teacher and the principal or other evaluator meet in person to review all observations and conferences conducted during the school year. This conference also provides the teacher an opportunity to present, explain and answer any questions that the evaluator may have regarding any teacher artifacts (things that the teacher gathered during the course of the school year illustrative of the teacher's best teaching practice) that the teacher submitted. The Danielson rubric provides the framework in which a meaningful, professional discussion can take place identifying areas of strength and improvement observed throughout the school year and what next steps should be taken for future growth.

Observation Cycle Timeline

- ✓ **ON OR BEFORE THE LAST FRIDAY IN OCTOBER:**
An initial planning conference is held.
 - ✓ **AFTER THE INITIAL PLANNING CONFERENCE OCCURS AND NO LATER THAN THE FIRST FRIDAY IN JUNE:**
All formal and informal observations take place.
 - ✓ **BETWEEN THE LAST FRIDAY OF APRIL AND NO LATER THAN THE LAST FRIDAY OF JUNE:**
A summative end-of-year conference is held.
 - ✓ **NO LATER THAN THE LAST DAY OF THE SCHOOL YEAR:**
The score and rating for the observation subcomponent must be computed and provided to the teacher in writing.
 - ✓ **FOLLOWING THE SUMMATIVE END-OF-YEAR CONFERENCE AND NO LATER THAN SEPT. 1 OF THE FOLLOWING SCHOOL YEAR:**
The complete rating, including the student learning measures, is provided to the teacher as soon as practicable and placed in his or her personnel file.
- Note:** The timeline must be adhered to absent extraordinary circumstances, such as a teacher on medical leave or a teacher hired mid-year or late in the year.

For your professional records

It is important to keep records of the decisions you make and the work that you do related to your teaching practice and your evaluation.

The records you need to keep include:

Teacher evaluation selection form

- One of the first decisions you'll make about your evaluation is whether to be observed under observation option 1 or option 2. That choice is designated on the teacher evaluation selection form. This form also notes your choice of whether or not you consent to being videotaped while teaching and requires the signatures of both you and your evaluator.
- All teachers should keep a fully signed copy of this form. It could become important if a question arises as to which observation option you chose or whether you agreed to be videotaped for your evaluation.
- We suggest that teachers who select option 1 should indicate on the form whether or not they choose to use the initial planning conference as their pre-observation conference.

Pre-observation conference form for classroom teachers (optional)

- If you select option 1, you may choose to submit this form along with a copy of your lesson plan to be discussed at your pre-observation conference. You are not required to use this form. However, if you choose to use it for the structured review of lesson plans, you should keep a copy of both the form and the lesson plan you submit to your evaluator. You should also keep any notes you take during the pre-observation conference and any feedback you receive from your evaluator at the conference.

Reports

- Your evaluator is required to provide you a copy of his or her report on your informal observations within 90 school days of the observation. You should keep a copy of these reports.

Class lists

- Keep a copy of the list of students in your classes at the beginning of the year.
- Update the list as the students in your classes change, including the date of the change.
- Make note of any student whose attendance or lateness is problematic and what steps you have taken and what support, if any, you have received regarding this issue.

Measures of student learning

- Keep records of any baseline assessments, growth targets, student learning objectives and how they were determined.

Requests for assistance

- Keep records of any requests made to your evaluator for professional development, materials or other forms of assistance and the responses to those requests.

Other

- If you are concerned you will receive an ineffective rating for a reason other than job performance (e.g. your principal chose your observation option for you, you filed a grievance, etc.), notify your chapter leader or UFT district representative. Keep an objective log of instances that may support your claim in case this becomes necessary at an appeal.
- As the year progresses, you should gather and keep the documents that you may consider giving to your evaluator to be considered as part of your evaluation. You may choose to submit up to eight teacher artifacts per school year.