

Your Guide to the Teacher Development and Evaluation System

2017-2018



United Federation of Teachers
A Union of Professionals

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

In this guide, you will find:

- ▶ Steps you must take during the first few months of the school year.
- ▶ An explanation of the four options for classroom observations.
- ▶ An observation cycle timeline.
- ▶ A list of professional records you should keep.
- ▶ A chart showing the Danielson Framework components.
- ▶ Information about Measures of Student Learning.
- ▶ An explanation on how your final rating will be determined.
- ▶ Definitions of some commonly used terms.

Who is covered by the development and evaluation system?

- ▶ K-12 teachers with some exceptions.

Who is not covered?

- ▶ Attendance teachers
- ▶ Alternate learning center teachers
- ▶ GED and Adult education
- ▶ Guidance counselors
- ▶ Hearing and vision education teachers who do not teach classes
- ▶ Lab specialists
- ▶ Occupational and physical therapists
- ▶ 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
- ▶ YABC Teachers
- ▶ Teachers who teach less than 40 percent of a full-time position including coaches/deans and IEP teachers

The First 90 Days: Important Steps To Take Before Thanksgiving

✓ Attend a borough meeting on the evaluation and development system

Make it a point to go to a borough meeting this fall to learn about the evaluation system and how to make it work for you. The meeting is your opportunity to hear first-hand and in greater depth about the information in this booklet, and to get answers to any specific questions you have.

✓ Prepare for your Initial Planning Conference

You should meet with your supervisor (evaluator) no later than Oct. 27 to discuss your approach to instruction and your professional contributions to the school community. To prepare for this meeting:

- Review your overall rating from 2016-2017 and be prepared to discuss specific areas of your teaching with your supervisor.
- Develop a working knowledge of the students in your classes including the need for any differentiation.
- Decide your preferred observation model and whether you want to be videotaped for your evaluation.

✓ At your Initial Planning Conference

- Submit your Measures of Teacher Practice observation option selection form.
- Discuss your classes and plans for the coming year.

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

Under observation option 1, you must have a pre-observation conference with your evaluator to prepare for your formal observation.

Be prepared to also discuss:

- The focus, activities and expectations of your lesson.
- The eight components of the Danielson Framework used in NYC.
- Your questions or concerns about the formal observation.
- The time and date for your formal observation.

✓ Understand the observation cycle

Regardless of the observation option you selected, your evaluator may start visiting your classroom for evaluative observations at any time after the Initial Planning Conference.

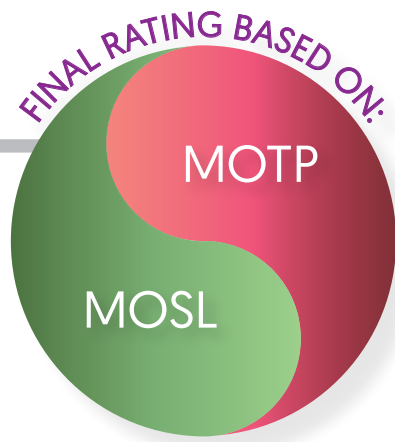
- After each observation, your evaluator must provide feedback within 15 school days through an in-person conversation, phone call or email, or during the post-observation conference for a formal observation.
- Within 45 school days of any observation, your evaluator must give you the written report.
- You may also want to consider documenting all classroom visits and your own reflections on them, and sharing your reflections with your evaluator prior to receiving your evaluator's written report.
- Informal observations must last at least 15 minutes. Formal observations must last a full period.

✓ Find out about the Measures of Student Learning for your school

The school-based MOSL committee decides the MOSL for each grade and subject.

- Ask your chapter leader what assessments your school-based MOSL committee selected for your school.
- Find out if your school is administering any baseline assessments and the timeline for administration.

Overall Rating



The Teacher Development and Evaluation System is a multiple-measure system that allows for a more holistic assessment of a teacher's contribution to the progress students make. Ultimately, the measures are combined with the observations to create an overall rating.

Component: Measures of Teacher Practice (MOTP)

Mandatory Initial Planning Conference

The teacher and principal (or an assistant principal) must have an individual, face-to-face conversation — an Initial Planning Conference — to discuss the teacher's goals and priorities. At this initial conference, the teacher selects one of four observation options for that school year. In addition, the teacher and evaluator discuss the components of the Danielson Framework and address any questions or concerns the teacher has with regard to her students, curricula or classroom materials needed.

Four classroom observation options

OBSERVATION OPTION 1 A minimum of one formal classroom observation and three informal observations is required.

OBSERVATION OPTION 2 A minimum of six informal classroom observations are required.

OBSERVATION OPTION 3 (Available to teachers rated Effective and Highly Effective the prior year.) A minimum of four informal observations is required. In addition, the teacher shall make his/her classroom available for two classroom visits by a colleague. These classroom visits shall NOT be used for ANY evaluative purpose. The date and time of such visits shall be scheduled jointly by the teacher and the principal.

OBSERVATION OPTION 4 (Available to teachers rated Highly Effective the prior year.) A minimum of three informal evaluations is required. In addition, the teacher shall make his/her classroom available for three classroom visits by a colleague. These classroom visits shall NOT be used for ANY evaluative purpose. The date and time of such visits shall be scheduled jointly by the teacher and the principal.

All teachers must have a summative end-of-the-year conference

A teacher and principal, or assistant principal, must meet in person to review all observations conducted during the school year. The Danielson Framework provides the foundation for a meaningful, professional discussion so participants can identify the teacher's areas of strength and those needing improvement, as well as steps to take for future growth.

The Danielson Framework for Teaching

Eight components of the Danielson Framework are used for supporting and evaluating teacher practice.

Domain 1: Planning and Preparation

- 1a Demonstrating knowledge of content and pedagogy
- 1e Designing coherent instruction

Domain 2: Classroom Environment

- 2a Creating an environment of respect and rapport
- 2d Managing student behavior

Domain 4: Professional Responsibilities

- 4e Growing and developing professionally

Domain 3: Instruction

- 3b Using questioning and discussion techniques
- 3c Engaging students in learning
- 3d Using assessment in instruction

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.
- Feedback must be provided, in writing or verbally, 15 school days after an informal or formal observation is held. For a formal observation, the post-observation conference counts as feedback.
- Only one other observation may be conducted between the time an observation is conducted to the time the scored Evaluator Form for that observation is received.
- Between the last Friday in April and the last Friday in June, a summative end-of-the-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.

Calculating the MOTP rating

Each component is scored on a HEDI range of 1 to 4, from low to high, based on what was observed. At the end of the year, your component averages are weighted and combined into an observation (MOTP) rating:

MOTP RATING	SCORING RANGE
HIGHLY EFFECTIVE	3.51 — 4.00
EFFECTIVE	2.51 — 3.50
DEVELOPING	1.75 — 2.50
INEFFECTIVE	0.00 — 1.74

Component: Measures of Student Learning (MOSL)



MOSL

School-Level MOSL Committees

At the start of the school year, your principal and UFT chapter leader will create a committee that will select the assessments your school will use and make other decisions as well. The committee is composed of the chapter leader and the principal (or designee), who each select three staff members to serve as well.

How will measures be assigned to you? Broadly speaking, there are two steps. First, the MOSL committee makes selections for every grade and subject. Once the grade/subject selections are finalized, the committee assigns the measures to individual teachers based on what they teach. Because many teachers teach more than one subject and/or grade, there are opportunities for teachers to have more than one assessment result used in their MOSL.

If the principal does not accept the full slate of recommendations from the committee, then the schoolwide default measure is applied to all grades and subjects that do not end in a state exam. The MOSL for courses that end in state exams must be the state exam (except for grade 3-8 ELA and math, which are currently prohibited through a statewide moratorium).

Assessment Options*

For each grade and subject, the MOSL committee may select the measures that are right for their school from a range of options. Schools may also use schoolwide or gradewide measures (also called group measures), which are based on the progress of students across classrooms and in different subjects. Classes that end in state exams must use the state exam as the MOSL assessment (except for grades 3-8 ELA and math, which are covered by the moratorium).

Measures of Student Learning have been designed to minimize standardized testing in our schools. The menu options fall into four categories. All MOSLs are aligned to grade- and subject-level standards and curriculum.

- 1. Performance-Based Assessments** look at how well a student performs on a specific task.
- 2. Progress Monitoring Assessments** are third-party assessments that allow teachers to assess academic performance. Examples include Degrees of Reading Power and Teachers College Reading and Writing Project.
- 3. Project-Based Learning Assessments** are determined by evaluating the work a student does over time in conjunction with a specific project-based learning unit. These projects and/or units must allow a student to demonstrate standards-based academic growth.
- 4. Student Learning Inventories** are collections of student work that include both DOE-developed components as well as classroom artifacts (student work) that capture student growth.

* Subject to NYSED approval.

Student Growth, Not Passing Rates

Students enter our classes at different levels of learning. That's why teachers are evaluated on their students' progress, rather than on passing rates, which cannot capture the good work we do with students. To measure student growth using growth models, for example, prior achievement scores, as well as factors such as disability, ELL status and other factors are combined to create a baseline student profile from which growth is measured. Teacher results are based upon how well students perform at the end of the year compared to students with a similar baseline profile. The growth measures used by NYC are carefully monitored and reviewed annually for accuracy and fairness by a panel of external experts as well as by the UFT.

OPTIONS FOR MEASURING GROWTH:

The growth model: Using a statistical model, the DOE determines how well each student performs at the end of the school year compared to similar students. The result is the student's growth percentile, and these growth percentiles are averaged together to determine the teacher's MOSL rating.

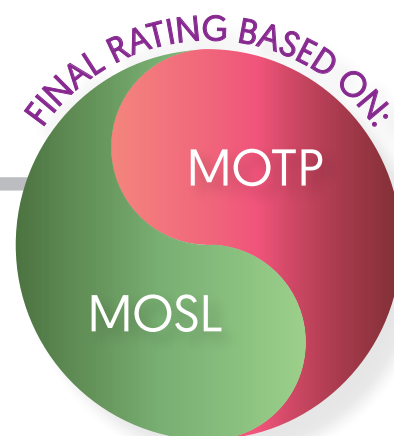
Goal-setting: In this model, goals are set at the start of the year for each student. The teacher's MOSL rating is determined by the extent to which his or her students have met their goals.

Determining Your Final Rating: The Matrix

You will receive a HEDI rating for both your Measures of Teacher Practice (MOTP) and Measures of Student Learning (MOSL) subcomponents. Then the DOE will use a matrix to determine your final rating.

The matrix, which is shown below, makes it easy to determine your final rating. Just find the square where your MOSL rating and your MOTP rating intersect and that's your rating. For example, if you receive an Effective in MOSL and a Developing in MOTP, your overall rating will be Effective.

In general, the final rating focuses on each teacher's strengths, and holds teachers accountable in a common-sense, consistent way.



		MEASURES OF TEACHER PRACTICE			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
MEASURES OF STUDENT LEARNING	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

What if my rating is D or I?

D RATING

You will receive a Teacher Improvement Plan

Teachers who are rated D or I will receive a Teacher Improvement Plan (TIP). The Teacher Improvement Plan is limited to three areas of improvement related to a teacher's rating. A supervisor will determine up to two areas of improvement. The teacher will determine the third. The teacher must provide this choice to the administration before Oct. 1 because the TIP needs to be written by Oct. 1.

You may be eligible to file an appeal.

Bring all of your observation reports, written feedback, any logs you kept or emails you sent and received to the borough office. Ask the borough office staff to determine if your appeal is eligible to be part of the 13 percent that can go to a panel for review.

I RATING

You will receive a Teacher Improvement Plan

Teachers who are rated D or I will receive a Teacher Improvement Plan (TIP). The Teacher Improvement Plan is limited to three areas of improvement related to a teacher's rating. A supervisor will determine up to two areas of improvement. The teacher will determine the third. The teacher must provide this choice to the administration before Oct. 1 because the TIP needs to be written by Oct. 1.

You will be observed by a Peer Independent Evaluator

A teacher rated Ineffective the prior school year will have three informal observations by a Peer Independent Evaluator. Those observations will be based on the five components of Domains 2 and 3. At the end of the school year, these component ratings will be averaged, and the result will be weighted as 10 percent of the teacher's MOTP score.

In addition, if a teacher with an overall rating of Ineffective for the 2016-17 school year also receives an overall rating of Ineffective at the end of the 2017-18 school year, and the overall rating continues to be Ineffective when the rating of the Peer Independent Evaluator (instead of the school evaluator) is combined with the MOSL result, then there is a rebuttable presumption (i.e., a presumption that can be challenged) of incompetence should the teacher be brought up on disciplinary charges.

You should file an I rating appeal.

Bring all of your observation reports, written feedback, any logs you kept or emails you sent and received to the borough office to file an appeal. Ask the borough office staff to determine if your appeal is eligible to be part of the 13 percent that can go to a panel for review. If not, your appeal will go forward to the Chancellor's Level.

Documents you should keep for your personal records

Teacher Evaluation Selection Form: You must select one of four observation options on the teacher evaluation selection form and submit the form to your school no later than the last Friday in October. This form also records your consent, if you choose to give it, to allow your supervisor to videotape the observation. This consent requires your signature and your evaluator's signature. Keep a signed copy of this form. Teachers who select observation option 1 must indicate on the form whether they want to use the initial planning conference as their pre-observation conference.

Observation Reports: Your evaluator must provide you with a copy of the report on your observation within 45 school days of the observation. Keep a copy of this report.

Class Lists: Keep a copy of the names of students in your classes at the beginning of the year. Update the list in STARS as the students in your classes change, and make note of the date of changes.

Measures of Student Learning: Keep records of any baseline assessments and, if you are using goal-setting at your school, any growth targets. Be sure to print and download pertinent records from your page on the Advance intranet.

Requests for Assistance: Keep records of your requests to your evaluator for professional development, materials or other forms of assistance or concerns, and the response to those requests.

Other: If you are concerned you will receive a final overall rating of Developing or Ineffective for a reason other than job performance, keep an objective log of events to support your claim. If you receive a Developing or Ineffective, notify your UFT chapter leader or UFT district representative and provide them with your log.

Concerns about the Evaluation System or Your Rating

If you are concerned about possible procedural violations related to any part of your Annual Professional Performance Review, ask your chapter leader or district rep about the APPR resolution assistance process and the form you need to submit. You have five school days from the date of knowledge of the violation to file the appropriate paperwork. Your district representative can be reached at the union's borough offices.

Bronx

Phone: 718-379-6200

Hours: **Monday - Friday:**
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.

Staten Island

Phone: 718-605-1400

Hours: **Monday, Wednesday,**
Thursday, Friday: 10 a.m. - 6 p.m.
Tuesday: 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. - 6:30 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.

Commonly used terms when discussing evaluations

Annual Professional Performance Review (APPR): The state term for this evaluation system. Your overall annual rating based upon Measures of Teacher Practice and Measures of Student Learning.

Components: Eight specific areas of teacher practice found in the four domains of the Danielson Framework. Each component is scored on a HEDI range of 1 to 4, from low to high, based on what was observed. At the end of the year, your component averages are weighted and combined into an observation (MOTP) rating.

Default Measure: A measure applied schoolwide in the event that a principal does not accept the recommendations of the MOSL school committee. The Chancellor selects the assessments that will be used in the default measures, based on recommendations from the central MOSL committee.

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: The principal, assistant principal, district superintendent or assistant superintendent who has received training to evaluate teachers in accordance with state Education Law §3012-d.

Final Composite APPR or APPR Composite: Your final rating is based on the combined HEDI ratings you receive for your Measures of Student Learning and the Measures of Teacher Practice.

Goal-setting: One of two models for measuring student performance. Targets are set for student performance. MOSL is determined by extent to which students meet the target.

Group Measures: Also called grade-level or schoolwide measures. These are measures that cross classrooms and are based on all students in a particular grade and/or subject taking the same assessments. These measures can be used with teachers who taught this particular grade and subject, and with teachers who did not. For example, a high school music teacher might have a MOSL based on all the ELA exams in the school.

Growth Measure: Once assessments are selected, the principal and committee will choose one of two methods for measuring student growth — a growth model or goal-setting.

Growth Model: One of the models for measuring student progress. Results are based upon the growth of similar students in the same grade and subject on the same assessment.

HEDI: This is an acronym for the four rating categories: Highly effective, Effective, Developing, and Ineffective. Teachers receive a HEDI rating in MOTP, MOSL and (once these are combined) for their overall rating.

Initial Planning Conference (IPC): An in-person conversation with an evaluator conducted at a mutually-agreed upon time no later than the last Friday in October. The purpose: to outline an evaluation plan and discuss choice of observation option. If you choose option 1, the IPC may serve as your 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. Notes that are 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. They may not be included within your file.

Measure of Student Learning (MOSL): One of the two components of a teacher’s rating. An assessment tool (composed of assessments and growth measures) that provides insight into a student’s progress in a particular subject.

Measure of Teacher Practice (MOTP): One of the two components of a teacher’s rating. An evaluator’s assessment of a teacher’s strengths and challenges based primarily on classroom observation. Observation protocols are among those sources that are used to evaluate teachers and to improve a teacher’s skills. Student outcomes are the result of a set of factors including teaching practices.

Moratorium: ELA and math, grades 3-8, state tests are subject to a four-year moratorium beginning in 2015-16. They may not be used in determining a teacher’s rating during the four years.

Performance-Based Assessments: Assessments that look at how well a student performs on a specific task.

Progress Monitoring Assessments: Third-party assessments that allow teachers to assess academic performance. Examples include Degrees of Reading Power and Teachers College Reaching and Writing Project.

Project-Based Learning Assessments: Determined by evaluating the work a student does over time in conjunction with a specific project-based learning unit. These projects and/or units must allow a student to demonstrate standards-based academic growth.

School-based MOSL Committee: An eight-member committee at every school. The UFT chapter leader selects four staff members and the principal selects the other four. School committees select the MOSL for their school, which they present to the principal. If the principal does not accept the full slate of recommendations from the committee, then the schoolwide default measure is applied to all grade and subjects except those where the state requires a state exam. (See DEFAULT MEASURE.)

State Assessments: These include all state administered exams, such as Regents assessments, elementary and middle school science assessments, alternate assessments (NYSAA), and NYS English as a Second Language Achievement Test. NOTE: grades 3-8 ELA and math state tests are currently subject to a moratorium and may not be used in determining a teacher’s rating.

Student Learning Inventories: Collections of student work that include both DOE-developed components as well as classroom artifacts (student work) that capture student growth.

Summative End-of-the-Year Conference: A face-to-face conversation between teacher and evaluator conducted between the last Friday in April and the last Friday in June. The purpose is to discuss the classroom observations and scored evaluations throughout the year. During this conference, you can answer any questions your supervisor has.

Find more information at www.uft.org/evaluation



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