

TEACHER EFFECTIVENESS PROGRAM

2012-2013 Handbook

A Pilot Project

Office of Teacher Effectiveness
Division of Talent, Labor and Innovation



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All quotations provided by DOE teachers and school leaders participating in the 2011-2012 Talent Management Pilot, the predecessor to the Teacher Effectiveness Program.

September 14, 2012

Dear Colleagues:

Welcome to the 2012-13 Teacher Effectiveness Program! You are joining thousands of other educators from across the City in a no-stakes pilot study of a possible new approach to teacher evaluation and development.

We are united by a single goal: A high-quality teacher in every classroom for every student, enabled by high-quality support for all teachers' ongoing professional development. For the teachers and school leaders returning to the program, I am thrilled at the opportunity to see the continuity of your efforts in your own schools and to support our colleagues who are new to this important work.

The Teacher Effectiveness Program builds upon the 2012-2013 Citywide Instructional Expectations, which emphasize teacher development focused on supporting all students to meet the Common Core standards. Research has shown that nothing we can do for our students matters more than ensuring they have great teachers. Knowing the difference effective teachers can make, the DOE's highest priority is finding, developing and retaining great teachers.

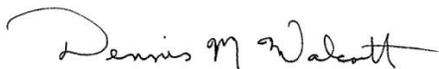
The Teacher Effectiveness Program centers on these key practices:

- Frequent classroom observations coupled with timely, useful feedback focused on improving student learning
- Regular conversations between school leaders and teachers about each teacher's ongoing development and impact on student learning
- Ongoing professional development to support each teacher's growth
- Helping school leaders to fairly and accurately assess teachers' practice to make fair, informed decisions as they build effective instructional teams

This handbook explains the key features of the Teacher Effectiveness Program, including what you can expect, and where you can find support throughout the year. It will answer many of your questions about the pilot and connect you to other available resources. I strongly encourage you to take the time to review it and refer back to it throughout the year.

Our excitement about the early successes of the Teacher Effectiveness Program only intensifies our commitment to, in the future, provide teachers with an evaluation and development system that recognizes their success and supports their ongoing professional growth. I am confident that with your support and commitment, the Teacher Effectiveness Program can help us accomplish just that.

Sincerely,



Dennis M. Walcott
Chancellor

Teacher Effectiveness Program (TEP) Essentials

Great Teaching Matters in NYC

Great teaching is the key to a great education. A growing body of research confirms that teachers have a greater impact on student learning than any other school-based factor. Parents and students know this from experience, and decades of research have confirmed that when teachers succeed, students succeed, too.¹

The 2012-2013 Citywide Instructional Expectations ask all NYC schools to maximize opportunities for teachers to learn and grow in their practice. The Teacher Effectiveness Program (TEP) builds upon citywide focus on teacher development to test-drive a potential new approach of teacher evaluation and development in a no-stakes environment, one that provides a more robust understanding of each teacher's current strengths and areas for growth, which in turn enables school leaders to provide more targeted, useful feedback and professional development that supports continuous improvement, and allows schools to recognize and celebrate exemplary instruction.

PROGRAM INTRODUCTION

The Teacher Effectiveness Program is designed to support collaboration between teachers and school leaders to strengthen instructional practice in every classroom, fostering a shared vision for instructional excellence. Pairing targeted feedback aligned to a research-based rubric with professional development opportunities, the TEP assists teachers as they grow and enhance their individual professional skill sets.

Through the TEP, networks, school leaders, and teachers are test-driving (for no stakes) a pilot approach to teacher evaluation and development that is aligned to New York State Law 3012-c (learn more about [3012-c](#) on page 5). The 2012-13 TEP builds on two years of pilot experience and feedback from thousands of school leaders and teachers², and has been developed in consultation with the United Federation of Teachers (UFT).

The TEP pilot places a particular focus on:

- **Regular, frequent observations of teacher practice** aligned to competencies in [Charlotte Danielson's Framework for Teaching](#) (see page 11 for more on the [observation and feedback cycle](#))
- **Conversations between school leaders and teachers** about each teacher's ongoing development and impact on student learning
- **Work with talent coaches** and school leaders to help school leaders fairly and accurately assess teacher practice, and to help school leaders to provide teachers with relevant professional development and specific feedback that helps them to improve their practice.

¹ Taylor E and Tyler J. "[The Effect of Evaluation on Performance: Evidence from Longitudinal Student Achievement Data of Mid-Career Teachers.](#)" NBER Working Paper 16877, March 2011.

Chetty R, Friedman J, and Rockoff, J. "[The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood.](#)" NBER Working Paper 17699, December 2011.

² From 2010 to 2012, the Teacher Effectiveness Program has grown from supporting 700 to over 10,000 DOE teachers and school leaders. Feedback from teachers and school leaders participating in the TEP has been, and continues to be, critical to shaping the evolution of the pilot.

CORE BELIEFS & GUIDING PRINCIPLES

The 2012-13 Teacher Effectiveness Program (TEP) is designed to support a common vision:
A high-quality teacher in every classroom for every student, enabled by high-quality support for all teachers' ongoing professional development.

Success in teacher effectiveness work hinges on three core beliefs:

Students	Teachers	School Leaders
All children can achieve, no matter their life circumstances.	Teachers are the key levers in influencing the achievement of students.	School leaders have the responsibility to support teachers and lead the change necessary to implement the Teacher Effectiveness Program in their schools.

Our work together is informed by these **guiding principles**:

1. **When teachers succeed, students succeed.** Effective teaching is crucial to student success. Evaluations should be meaningful tools that help teachers succeed and be as effective as possible.
2. **This pilot aims to improve the feedback and support teachers receive to help you do your best work.** The pilot emphasizes multiple assessments, observation, and feedback.
3. **This pilot sets high expectations for all of us.** Everyone will be held to a higher standard for effectiveness.
 - Teachers will receive more differentiated, unofficial/"no-stakes" ratings in the TEP than they will for their official S/U rating (but unofficial/no-stakes "ratings" assigned as part of the TEP are not permitted to influence staffing decisions). See "[What it Means to be Unofficial/No Stakes.](#)"
 - School leaders are accountable for supporting teacher development through quality feedback and professional development.

The DOE commits to work with you to make this successful. Participating in the TEP pilot is a significant undertaking, and the Office of Teacher Effectiveness will provide support and resources to support successful implementation at your school. (For more information on TEP [resources and supports](#), please see page 18).

Feedback from the 2011-12 Talent Management Pilot

- **90% of teachers** net agreed³ that teachers benefit from individualized feedback with clearly defined development goals.
- **67% of teachers** at participating schools net agreed that the observation feedback they received helped them improve student learning outcomes
- **Over 75%** agreed that, if implemented well, the pilot model will enable them to develop [their practice] to impact student achievement outcomes
- **85% of teachers** believed that the feedback and evaluations from their TEP observations were fair and accurate.

The pilot helped me evaluate my lessons even before I taught them. How much student engagement am I providing opportunities for in this lesson? Are my questions open ended? It benefited my instruction and my students.

– Ariel, 5th Grade Teacher

³ Feedback was gathered in the End-of-Year surveys completed by TEP participating teachers (n=851 of 3,453). Net agreement is comprised of respondents reporting "strongly agree," "agree" and "somewhat agree."

WHAT IT MEANS TO BE UNOFFICIAL/“NO STAKES”

The 2012-2013 TEP – and two prior years of pilot work – is helping to inform the DOE and UFT in the negotiation of a citywide system of teacher evaluation and development aligned to New York State law 3012-c. As a TEP school, you will be able to practice using a potential new approach of teacher evaluation and development in a safe, no-risk, no-stakes environment while a citywide system is being negotiated. The new evaluation system must be collectively bargained between the DOE and the UFT before it goes into effect “for stakes” (officially) citywide.

The process shouldn't be threatening. It's not designed as a “gotcha” system, but as a tool to make teachers more effective.

– Adrian, High School ELA Teacher

The TEP is an unofficial/“no stakes” pilot, which means that ratings and observation reports referring to the Danielson *Framework* are unofficial and may not be placed into teachers’ files or used for any workforce decisions including tenure determinations, disciplinary proceedings, or to support or defend an official Satisfactory or Unsatisfactory rating. The use of the research-based rubric and ratings assigned as part of the program are solely for formative and research purposes. At the end of the school year, teachers will receive an official (for-stakes) rating of Satisfactory or Unsatisfactory, in addition to unofficial (no stakes) TEP pilot ratings.

See [page 8](#) for more information on TEP pilot ratings, and [page 12](#) for more specific guidance regarding what can, and cannot, be placed in a teacher’s file.

Alignment with State and City Education Priorities

POLICY CONTEXT: NEW YORK STATE EDUCATION LAW 3012-C

In 2010, New York State passed Education Law 3012-c, mandating significant changes to the current Annual Professional Review (APPR) for teachers and school leaders. The law is intended to foster teacher development, and more objective assessments of teaching practice that include growth in student achievement. The same state legislation calls for more rigorous evaluation of school leaders as well. While not part of the TEP, this work is also underway in New York City.

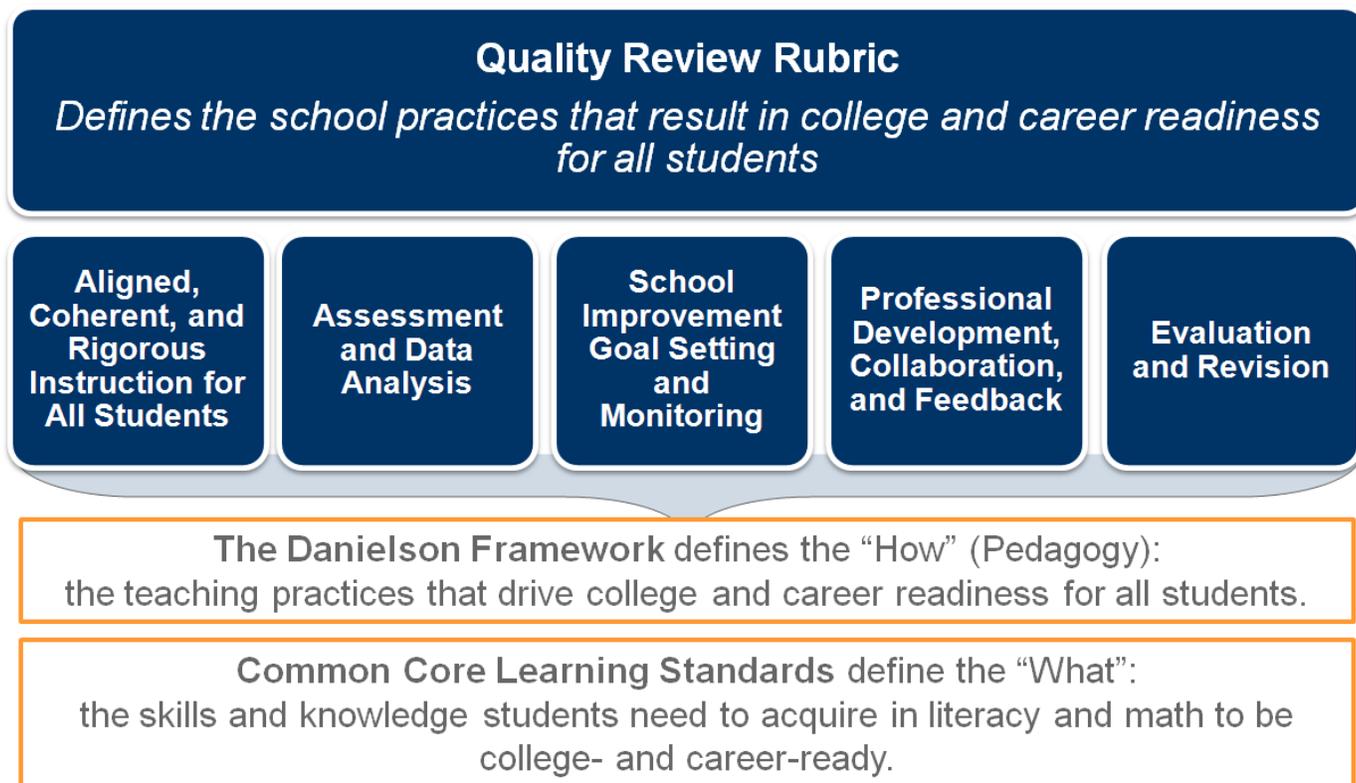
The implementation of these changes is currently being negotiated between the DOE and the UFT, and the DOE and the CSA, and the TEP (and prior pilots) will inform these negotiations.

ALIGNMENT TO OTHER DOE PRIORITIES

The Teacher Effectiveness Program work bridges New York State educational goals with local efforts to support strong instruction. The TEP shares in the Citywide Instructional Expectations' (CIE) goals for all NYC schools to:

- Strengthen the common language and understanding of what quality teaching looks like by deepening school communities' comprehension of Charlotte Danielson's *Framework for Teaching*
- Conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across a common framework.
- Focus teacher development on supporting all students to meet the demands of the Common Core standards

The Danielson *Framework* defines the “how” (pedagogy) that enables the “what” of the Common Core standards. The work of both the CIE and TEP align to school practices that result in career and college readiness for all students, as defined by the Quality Review.



TEP Evaluation and Development Pilot Components

MULTIPLE MEASURES OF TEACHER EFFECTIVENESS

A teacher’s effectiveness cannot be understood through a single data point. The TEP encompasses multiple measures of a teacher’s success in order to better capture the multifaceted work of leading students to achieve.

The TEP asks school leaders to consider both teacher practice and student learning to build a more robust understanding of each teacher’s effectiveness.

More frequent observations have meant that my administration is more in tune with what is going on in my classroom.

– Denise, 5th Grade Teacher

Within **Measures of Teacher Practice (MTP)**, frequent classroom observations and ongoing review of student work are assessed using the Danielson *Framework* to identify teachers’ strengths and areas for growth.

In addition to teacher observations, schools may have the opportunity to include one other measure as part of Measures of Teacher Practice. Talent Coaches will share any relevant information with principals, and the Office of Teacher Effectiveness will update teachers through the eNewsletter as more information becomes available.

Measures of Student Learning in the TEP will apply only to teachers who have state-provided growth measures (currently available only for 4th-8th grade ELA and Math). The DOE is conducting research in separate pilots to assess the feasibility and usefulness of potential local measures for later use.

At the heart of the TEP is a focus on improving student outcomes. To that end, examination of student work and evidence of student learning is a common thread through all components of the TEP: observation and feedback, review conferences, and professional development.

Measures of Teacher Practice	Measures of Student Learning	
Classroom Observations	Local Measures <i>NOT PART OF TEP, BUT PART OF 3012-c</i>	State Growth Model
<p>All teachers will receive at least six classroom observations by school leaders to assess their professional skills, behavior and knowledge using a teacher practice rubric (Danielson’s <i>A Framework for Teaching</i>)</p> <p>Teachers receive written and/or verbal feedback within one week of each observation</p> <p><i>For more information, see page 11</i></p>	<p>We will not use local measures of assessment as part of the 2012-13 Teacher Effectiveness Program to allow for further research to take place.</p> <p><i>For more information, see page 15</i></p>	<p>For grades 4-8 ELA and Math, teacher growth scores on state tests, if available depending on development by the NYSED,</p> <p>A growth model may be applied to other state tests (TBD)</p> <p><i>For more information, see page 15</i></p>

TEACHER EFFECTIVENESS PROGRAM PILOT “RATINGS”

The “HEDI” Rating Scale

The TEP evaluation pilot follows a four-point rating scale defined NY State Law 3012-c. These are often referred to as “HEDI” ratings, an abbreviation of the four performance levels proscribed by the state. (**H**ighly Effective, **E**ffective, **D**eveloping, **I**neffective). The New York State Education Department APPR Field Guidance Document published by the NYSED on August 13, 2012 defines the HEDI criteria as follows:

Highly Effective	Effective	Developing	Ineffective
Overall performance and results exceed standards.	Overall performance and results meet standards.	Overall performance and results need improvement in order to meet standards.	Overall performance and results do not meet standards.

Remember, HEDI ratings assigned as part of the TEP are unofficial/no-stakes and are not to be used for any official purpose or workforce decision, and will not remain a part of any teacher’s official file. (See [“What it Means to be No Stakes,”](#) page 5).

Teachers will receive TEP pilot feedback on the HEDI scale:

- **Throughout the year**, on *Framework* competencies⁴ following classroom observations. School leaders should rate the teacher’s practice on all competencies for which they observe evidence; during a formal, full-period observation, this should be all competencies; however, a partial-period observation may yield pilot ratings on only a few competencies.
- **At mid-year**, when school leaders and teachers will engage in a conversation about each teacher’s practice based on classroom observations this year to date. At the [mid-year conversation](#), school leaders will indicate where on the HEDI scale each teacher’s practice is trending for each of the seven *Framework* competencies³ utilized in the TEP, and discuss next steps for development. The HEDI indicators for each of the seven *Framework* competencies shared during these conversations cannot be memorialized in writing, or placed in a teacher’s file.
- **At the end of the year**, when teachers will receive HEDI pilot ratings for each element of the teacher evaluation and development framework that applies to them.

Measures of Teacher Practice

- All teachers will receive holistic, unofficial/no-stakes end-of-year ratings on each of the seven *Framework* competencies. These seven ratings will be averaged (equally weighted) calculate an overall rating for the classroom observations component of the model.

Measures of Student Learning

- The state will provide scores for teachers of 4th-8th grade ELA or Math based on student growth on state exams, using the [state growth model](#) and scale outlined on page 15. *Please note that growth scores are provided by NY State may not yet be available at the end of the school year.*

No teachers will receive an overall rating that encompasses both Measures of Teacher Practice and Measures of Student Learning as part of the 2012-13 TEP.

⁴ The terms “competency” and “component” are used interchangeably in this document. To align with the language of the Danielson *Framework*, the DOE will shift to use the term “component” exclusively starting in summer 2013.

Comparing HEDI and S/U

The four-point rating scale defined in Education Law 3012-c (and pilot-tested on an unofficial/no-stakes basis in the TEP) is based upon different criteria than the S/U rating system, and is therefore not directly comparable. The same low-inference evidence collected during a classroom observation can be used to determine both an S/U observation rating and/or an unofficial/no-stakes rating on the HEDI scale using the Danielson rubric, but evaluators cannot “translate” HEDI pilot ratings themselves into S/U ratings.

One of the feedback comments I got early on in the year was about using more innovative questioning techniques. After discussions with my administrators and practicing in my classroom throughout the year, it was great to see the changes that were evident by the time of my final feedback session.

-Paul, High School Teacher

Pilot HEDI Ratings Should Never Be Placed in Teachers' Files

Observation reports that are placed in teachers' files may not contain HEDI ratings or verbatim language copied from the Danielson *Framework*, as pilot ratings are unofficial and no-stakes. The use of Danielson's *Framework* has not been negotiated between the DOE and the UFT to be used as a way to inform official teacher ratings.

Observation reports placed in teachers' files may be based on the same evidence that is the basis for TEP pilot ratings, but must follow the format approved in the current UFT-DOE collective bargaining agreement, “Teaching for the 21st Century,” and adhere to existing rules, regulations, and practices. This includes, but is not limited to, giving teachers an opportunity to sign any document that is to be placed in his or her file.

The UFT and the DOE have agreed that if an unofficial/no-stakes observation report is placed in a teacher's file in violation of the rules in this handbook, the teacher may request to have the observation report rewritten, redacted, or removed. If the principal fails to rewrite, redact, or remove the observation report so that it complies with the rules in this handbook, the teacher may file a grievance, and if sustained, the arbitrator shall order the DOE to redact, rewrite, or remove the observation report.

It is understood that some of the terminology used in the *Framework* are common terms used to describe pedagogy (e.g. “student engagement”), and such common terms may be included in an observation report that is placed in a teacher's file.

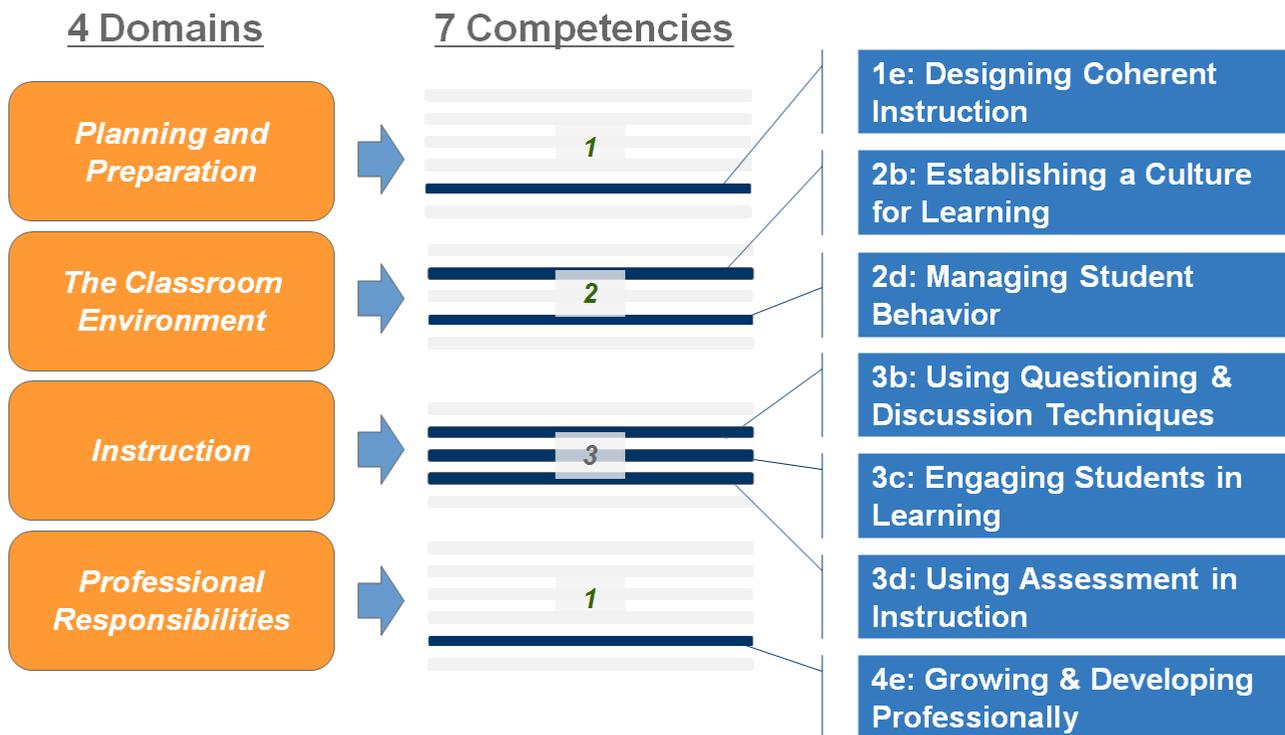
Teacher Practice Rubric: A Framework for Teaching

The TEP uses selections from Charlotte Danielson’s [A Framework for Teaching](#), a research-based rubric of teacher practice to assess teachers’ professional skills, behavior and knowledge. By targeting specific high-impact elements of teaching, Danielson’s *Framework* provides a common language and vision of instructional effectiveness. The *Framework* facilitates teacher reflection and development action planning, and also anchors conversations between school leaders and teachers in a common understanding of what effective teaching “looks like.”

The full Danielson *Framework* is comprised of 22 components⁵ spanning four domains. In the TEP, we are utilizing a subset of seven competencies from across the four domains.

In the past, I was a strong teacher but I didn’t know how to be better. With the rubric, I now know specific things I can do to make myself better. For example, I worked on having students ask each other higher level questions, as opposed to only the teacher. It gave me a way to raise the level of instruction in my class.

– Melanie, 6th Grade Teacher



The seven were selected based on a number of factors, including alignment to the Citywide Instructional Expectations (all three CIE “focus” competencies⁴ are included), comparison to rubrics used successfully in other districts’ new evaluation systems and alignment to the New York State teaching standards.

⁵ The terms “competency” and “component” are used interchangeably in this document. To align with the language of the Danielson Framework, the DOE will shift to use the term “component” exclusively starting in summer 2013.

Measures of Teacher Practice: Observations, Feedback, and Review Conferences

THE OBSERVATION & FEEDBACK PROCESS: EXPECTATIONS FOR SCHOOL LEADERS & TEACHERS

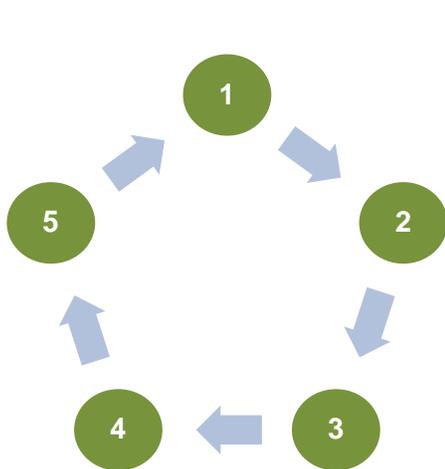
Frequent observations of teacher practice coupled with timely, useful feedback conversations between observers and teachers, is a centerpiece of the TEP. This section outlines the expectations of school leaders and teachers in this process, and addresses some common questions and concerns specifically related to this component of the TEP pilot.

The feedback helps me know how to get my students to the next level. They're on the receiving end of better instruction that is tailor-made for them.

– Tiffany, 3rd Grade Teacher

The Collaborative Observation Process

Through frequent observations of classroom practice and ongoing discussions of student learning data, school leaders and teachers develop a stronger shared vision of effective teaching and its impact on student learning.



- 1 Observation (evidence collection).** The school leader visits the classroom and takes low-inference notes on teacher and student actions.
- 2 Organization of evidence.** The school leader organizes the evidence using the Danielson *Framework*, and then shares the low-inference observations with the teacher, including student work.
- 3 Identification of development areas (Reflection Conference).** Teacher and school leader make meaning of the evidence in dialogue, using the Danielson rubric as a framework for the conversation, celebrating progress, and prioritizing areas for further development.

4 Envisioning Improvement (Reflection Conference). Teacher and school leader identify relevant resources and develop concrete, measurable, and time-bound steps the teacher can take to improve.

5 Application of new learning. With support from the school leader, the teacher returns to his or her practice with the agreed-upon focus, which the school leaders will return to during the next observation.

KEY FACTS ABOUT OBSERVATIONS AND FEEDBACK

How frequently will teachers be observed?	It is expected that teachers will be observed at least six times over the course of the school year, including: <ul style="list-style-type: none"> • 2 formal, full-period observations • At least 4 partial-period observations, no less than 15 minutes in duration
Why so many observations?	More frequent observations provide observers with more evidence of a teacher's practice to develop a fuller, more authentic view of his or her instruction. No single observation – be it full-period or partial-period – tells the full story of a teacher's practice; this is why the TEP model emphasizes more frequent observations. The Measures of Effective Teaching (MET) Project , a 2011 multi-district study funded by the Bill & Melinda Gates Foundation, found that increasing the number of yearly observations led to evaluations that more reliably and accurately reflected a teacher's instructional practice.
How can an observer gain a full view of teacher's practice from a partial-period observation?	Full-period observations can provide a comprehensive view of a single lesson, while partial-period observations allow for a larger number of snapshots that collectively paint a broader picture of teachers' practice. The MET study (referenced in previous question) found that shorter observations can be a reliable source of low-inference evidence of teacher practice.
Who observes teachers?	Observations that "count" toward the expected minimum are conducted by school administrators (principals and assistant principals). Peer observations are a terrific practice to support teacher development, but cannot be utilized as part of a teacher's TEP evaluation.
What are observers looking for?	During observations, observers gather low-inference evidence of teacher practice, which they will assess using selected competencies ⁶ Danielson's Framework For Teaching . The specific competencies assessed during a given observation will depend upon what is observed in the classroom during the visit. Observers may target specific competencies for observation based on previous observations and feedback.
How are observers trained to accurately evaluate teaching using the rubric?	School leaders in the TEP receive in-person and online professional development to strengthen observation skills and accuracy of rubric-based assessments of teacher practice. They also receive ongoing support from a TEP talent coach who has received deep training in the Danielson <i>Framework</i> and will support the observation, feedback and professional development activities in your school. This support increases reliability of ratings; both relative to the rubric and across multiple observers (see "inter-rater reliability").
Are observations announced?	Observation announcement protocols continue to be governed by the collective bargaining agreement, "Teaching for the 21 st Century," and other existing rules, regulations, and practices. In the TEP, partial-period observations will typically be unannounced and full-period observations will typically be announced.
How frequently should teachers receive feedback following observations?	Teachers must receive written and/or verbal feedback following <u>every</u> observation, regardless of length. Embedded in this requirement is that verbal feedback <u>must</u> be provided following at least <u>every other</u> observation.
How will school leaders engage teachers in feedback conversations?	School leaders are expected to communicate to teachers pilot competency ⁵ ratings on the four-point scale, feedback, and supporting low-inference evidence. The feedback conversation should be a dialogue that includes discussion of student work and learning outcomes, as well the teacher's self-reflection and agreement on next steps for development. See " The Collaborative Observation Process " on page 11 for more guidance on this process.
How can teachers prepare for feedback conversations?	Teachers should reflect on the observed lesson, and be sure to bring artifacts of their practice that may not be directly observable during observations – e.g., samples of student work, lesson plans, and evidence of reflection on their practice that informed the lesson. This is particularly critical to inform feedback for competency ⁵ 1e: "Designing Coherent Instruction," and competency ⁵ 4e: "Growing and Developing Professionally."
What rules and regulations govern my official rating?	Your official rating is governed only by the current DOE/UFT collective bargaining agreement, Teaching for the 21 st Century, and all existing rules, regulations, and practices.

⁶ The terms "competency" and "component" are used interchangeably in this document. To align with the language of the Danielson Framework, the DOE will shift to use the term "component" exclusively starting in summer 2013.

REVIEW CONFERENCES AND DEVELOPMENT

At mid-year and end-of-year, school leaders and teachers engage in review conferences to discuss cumulative evidence of teacher effectiveness to date, analyze evidence of student learning, identify overall areas of strength and for development, and to discuss development goals and opportunities. These collaborative sessions anchor the development process, and serve as a foundation for the professional relationship between teacher and school leader.

During review conferences, teachers and school leaders will collaboratively design next steps that:

- Address trends in the teacher’s practice
- Build on the teacher’s strengths to diminish weaknesses
- Are coupled with PD and other resources for support
- Focus on improving student learning
- Support the teacher’s movement towards effectiveness on the rubric

Beginning of Year Conversation	Mid-Year Conversation	End-of-Year Conversation
<ul style="list-style-type: none"> • May take place in groups or individually Planning meeting to set expectation and goals for the year • Answer questions about the TEP process • Set student learning expectations and goals for the school year. • <i>May not be considered a pre-observation conference</i> 	<ul style="list-style-type: none"> • Progress evaluation to review all evidence of teacher effectiveness collected to date. • Communicate verbally an indication of where on the HEDI scale the teacher’s practice is trending, based on classroom observations conducted to date • Set individual learning plans/goals for development • Review student work and diagnostic data to identify targeted teacher development opportunities 	<ul style="list-style-type: none"> • Summative evaluation conference to review cumulative evidence of teacher effectiveness • Assign end-of-year, unofficial teacher effectiveness pilot ratings on the <i>Framework</i> competencies used in the TEP⁷ • Discuss development goals for the upcoming year • Review student work and data to assess progress towards student learning goals and identify next steps for teacher development

⁷ The terms “competency” and “component” are used interchangeably in this document. To align with the language of the Danielson Framework, the DOE will shift to use the term “component” exclusively starting in summer 2013.

PROFESSIONAL DEVELOPMENT FOR SCHOOL LEADERS: NORMING TO EXCELLENCE

Throughout the year, school leaders have opportunities to sharpen and develop their skills as implementers of the TEP pilot, including:

- Six in-person professional development days for school teams
 - Two days provided by the central DOE (one in July 2012, one in Spring 2013)
 - Four days hosted in network, with support from the DOE's professional development partners, on TEP-related topics (e.g., rubric competencies, rating calibration, feedback cycle)

It is expected that TEP school leaders will develop a shared anchor of what effective practice looks like, and work to refine their ability to accurately rate instructional performance through this professional development as well as...

- Ongoing, job-embedded professional development and co-observations talent coaches and network staff
- Completing baseline and follow-up calibration assessments

PROFESSIONAL DEVELOPMENT FOR TEACHERS

The TEP establishes baseline expectations for teachers' professional development. School leaders must submit plans for their teachers' professional development (that meet the minimum criteria outlined below) to Talent Coaches by October 1, 2012.

In Fall 2012:

- School leaders offer at least one PD opportunity for all teachers designed to ensure foundational knowledge of all competencies⁸ included in the TEP classroom observation rubric.
- School leaders offer at least one round of differentiated PD in the Fall based on the first set of observation data.
- Schools build use of the Danielson *Framework* into professional conversations including teacher team work (*Can include whole-staff meetings, teacher team meetings, inquiry teams, inter-visitation, or online learning*).

In Spring 2013:

- School leaders offer at least two rounds of differentiated PD to support teachers' continued growth in areas identified via observations and student data review.

⁸ The terms "competency" and "component" are used interchangeably in this document. To align with the language of the Danielson Framework, the DOE will shift to use the term "component" exclusively starting in summer 2013.

MEASURES OF STUDENT LEARNING

When a new teacher evaluation and development pilot is negotiated and implemented for-stakes in NYC, assessments of student growth will comprise 40 percent of a teacher’s evaluation rating in accordance with New York State law. This year, only TEP teachers who teach ELA and/or Math in grades 4-8, and who receive a state-provided growth score will receive a rating for Measures of Student Learning.

STATE GROWTH MEASURES

The NY State Education Department is generating teacher growth scores based on state assessment results for teachers in grades 4-8 ELA and Math. The state anticipates generating these scores for additional grades and subjects in the future (these data will not be part of the 12-13 TEP).

For the 2011-12 school year, the following approach was used to measure teacher performance based on student outcomes on state tests. The state calculated how much growth students make relative to other similar students (based on prior test scores, English Language Learner status, disabilities, and economic disadvantage status). The state then calculated the average growth of a teacher’s students to determine a “growth score” that could range from 0-20. A teacher’s growth score was converted to a growth rating using the following guidelines:

Growth Rating	Description	Growth Score Range
Highly Effective	Well-above state average for similar students	18-20
Effective	Results meet state average for similar students	9-17
Developing	Below state average for similar students	3-8
Ineffective	Well-below state average for similar students	0-2

For the 2012-13 school year, the state plans to enhance the approach used in 11-12. More details will be provided as they become available.⁹

LOCALLY SELECTED MEASURES OF STUDENT LEARNING

State law requires districts to negotiate with the union representing their teachers to include local measures as part of each teacher’s rating for Measures of Student Learning. Such assessments will be a component of NYC’s future teacher evaluation and development pilot; however, local measures are not a part of the 2012-13 TEP. Informed by feedback from TEP 2010-2012 participants, this year’s pilot will look solely to the state growth model (for eligible teachers only) as a measure of student learning. The DOE and the UFT are engaging in pilot work outside of the TEP to develop local assessments and metrics that are fair, comparable across teachers, and inform instruction to improve student learning outcomes.

⁹ For more information on the State Growth Model, please visit the NYS Ed website: <http://engageny.org/resource/resources-about-state-growth-measures/>

RESOURCES AND SUPPORTS FOR TEP IMPLEMENTATION

Schools will receive substantial support for TEP implementation and professional development.

Talent Coaches

Each school will be assigned a Talent Coach, who will provide additional support, tools, and resources to develop effective TEP practices. Talent Coaches are instructional leaders who have been selected by the DOE based on their track record of successfully supporting teachers to improve their practice.

Your school's Talent Coach will:

- Visit two to four times every month to support school leaders in all aspects of TEP implementation
- Co-observe classrooms with school leaders to support rating accuracy and direct, meaningful feedback practices (but cannot write material for the file and/or material to be used in a workforce decision)
- Check-in with school leaders and teachers and gather feedback

Network Staff

Throughout the year, network staff will play a prominent role in implementation and professional development by:

- Supporting 6 days of in-person PD (2 provided by the DOE and 4 hosted in network)
- Participating in PD with OTE Talent Coaches focused on norming practices, evidence collection, analyzing student work, and coaching conversations
- Supporting and monitoring school-based PD to ensure TEP schools provide development opportunities based on the observation rubric

As networks build capacity for teacher effectiveness work, schools should expect visits from Achievement Coaches and other network staff on a regular basis. Networks will have access to observation and rating data at the school and network level, which they will analyze to recommend next steps for implementation and professional development.

Learning Opportunities on ARIS Learn

The DOE offers even more professional development resources via the Learning Opportunities tab within ARIS Learn, an online one-stop shop for high-quality professional development resources for all NYC educators.

Teachers and school leaders can, if they choose, use ARIS Learn during the work day to explore the *Framework* competencies, take voluntary self-assessments, create voluntary learning plans, and voluntarily utilize online modules called "Learning Opportunities" (individually or in groups) to meet development needs. Among the online learning opportunities are video modules aligned with the Danielson *Framework* competencies. Self-assessments and learning plans will not be used to form a basis for a teacher's official S/U rating, or to support or defend an official S/U rating, and may not be used in connection with tenure decisions or in any disciplinary proceedings.

TEP-Specific Learning Opportunities (LOs)

Some Learning Opportunities (LOs) are targeted to TEP school leaders and teachers. These LOs will convey critical information about program implementation, including both policy information and skill-based training, along with:

- Introduction to the TEP
- Supports for the Work: Overview
- Supports for the Work: ARIS Learn
- Using the Rubric to Measure Teacher Practice
- Launching TEP Work with School Staff
- Time Management

TEP Promising Practices Case Studies and Videos

OPE has learned invaluable lessons about building successful practices from the TEP participants over the past two years. The “Promising Practices” resources on ARIS Learn capture these insights from teachers and school leaders who have already engaged in this work.

Focusing on best practices for effective TEP implementation and strengthening school-wide culture and engagement with the Danielson *Framework*, the Promising Practices resources feature case studies and video footage from 2011-2012 program participants. As the year progresses, these resources will be updated to include promising practices from 2012-13 TEP.

ONGOING PROGRAM COMMUNICATION AND OPPORTUNITIES FOR FEEDBACK

Feedback Opportunities

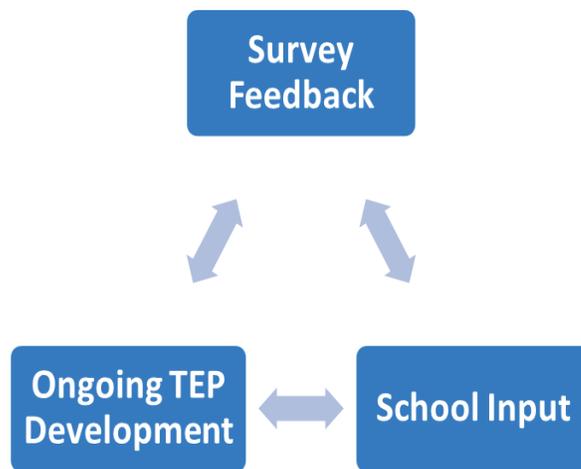
Just as teachers benefit from honest and timely feedback and development support, the TEP benefits from input and feedback from teachers, school leaders, and network staff.

The TEP offers a number of avenues for your feedback, questions, input, and ideas, and the Office of Teacher Effectiveness intends to continually include participant feedback in TEP development decisions as the DOE and the UFT negotiate an evaluation and development system for citywide implementation in the future.

TEP frequently uses email to communicate with teachers and school leaders.

Surveys, informational newsletters, and other communications are sent to your DOE email address.

All TEP participants are encouraged to check their DOE email accounts as frequently as computer access in their schools allows to access resources and support for TEP programming.



Comprehensive Feedback Surveys (3x/year)

Survey feedback is a key component that informs the future development of the TEP. Input gathered through these surveys informs both implementation of the TEP in 12-13, as well as negotiations of NYC’s future teacher evaluation and development model.

Teachers and school leaders will be asked to voluntarily complete anonymous surveys at the beginning, middle, and end of the year to provide input and feedback on program design, implementation, and impact. Survey links are emailed to your @schools.nyc.gov email address.

The Office of Teacher Effectiveness will share highlights from survey findings to TEP participants following each survey administration.

School-Based Teacher Effectiveness (TE) Teams

The DOE and UFT ask each school participating in the Teacher Effectiveness Program to create a committee of at least four school-based staff – including a minimum of three teachers (including the UFT

Chapter Chair or his or her designee) and the principal (or his or her designee) – to oversee program implementation and keep lines of communication between schools and the DOE open. The membership of each school's TE Team must be agreed upon by the UFT Chapter Chair and the principal.

Teacher Effectiveness teams will:

- Meet regularly to discuss progress toward TEP and school goals
- Identify strategies to improve TEP implementation that are consistent with school goals and culture
- Facilitate upward feedback by communicating teachers' insights, questions, requests, and concerns back to the DOE, including meeting at least twice during the year (at least one time in the fall and one time in the spring) with the talent coach assigned to the school to share feedback on TEP implementation

Talent Coach-Network Feedback Loop

Throughout the year, talent coaches and network staff will provide on-site support to schools. They will ensure that promising TEP practices are shared across school communities. Talent coaches and network staff will also capture feedback about the program design and implementation from school leaders' and teachers' experiences to share with the TEP team to inform the ongoing program development.

Additional Avenues for Feedback

- The DOE plans to hold a series of feedback sessions throughout the year to provide an opportunity for TEP participants to provide feedback on TEP topics. Further information, including specific topics and scheduling, will be provided by the DOE.
- Feedback and questions from TEP participants is welcome at all times. Teachers and school leaders can contact the TEP team directly via email at: teachereffectiveness@schools.nyc.gov with questions and feedback.

FREQUENTLY ASKED QUESTIONS

Ratings and Evaluations

1. Which teachers are to be assigned unofficial/no-stakes ratings as part of the TEP?

Unofficial/no-stakes TEP ratings should be assigned to all “classroom teachers” who spend at least 51 percent of their workdays teaching in the classroom.

3012-c does **not** apply to evaluation of educators in “pupil personnel service,” which includes attendance teachers, school counselors, school psychologists, and school social workers, nor does it apply to paraprofessionals who work in the classroom.

2. How do HEDI ratings compare to the current S/U ratings?

The four-point rating scale used in the TEP is based upon different criteria than the current APPR, and is therefore not directly comparable to the S/U rating system. The same low-inference evidence collected during a classroom observation can be used to determine both an S/U observation rating (provided the observation and observation report are done in accordance with UFT/DOE collective bargaining agreement, Teaching for the 21st Century, and other applicable rules, regulations, and practices) and/or an unofficial/no-stakes rating on the Danielson rubric using the HEDI scale, but evaluators cannot “translate” HEDI ratings themselves into S/U ratings.

3. Is it easier for a teacher of historically high-achieving students to receive an “Effective” rating than it is for a teacher of students who historically struggle academically?

The *Framework* is designed to facilitate objective assessment of teacher practice, regardless of the population of students taught. In two years of pilot work, the DOE has found no significant difference in teacher ratings based on population taught – in other words, there has been no meaningful difference in the overall distribution of ratings assigned to teachers of special education classrooms, students with disabilities, English language learners, lower or higher socioeconomic status, etc. This is something that the DOE will continue to monitor closely as the work expands.

4. How will teachers’ official ratings be determined?

Teachers will receive an official S/U rating at the end of the year, in accordance with the UFT-DOE contract, “Teaching for the 21st Century,” and applicable rules and regulations.

5. How will unofficial/no-stakes TEP ratings be determined at the end of the year?

All teachers will receive an unofficial/no-stakes end-of-year rating for Measures of Teacher Practice, and a subset (4th-8th grade math and ELA teachers) may receive a no-stakes Measures of Student Learning rating based on the growth metric provided by New York State. *No teachers will receive an overall rating that encompasses both Measures of Teacher Practice and Measures of Student Learning as part of the 2012-13 TEP.*

For Measures of Teacher Practice (MTP), school leaders will assign a holistic, unofficial/no-stakes pilot rating for each component¹⁰ at the end of the school year. These component ratings will be averaged (equally-weighted) to calculate an overall unofficial/no-stakes end-of-year rating for teacher practice.

For Measures of Student Learning, teachers with state-provided student growth measures may receive scores for this component in fall 2013.

Please see [page 8](#) for a more detailed explanation on how EOY TEP unofficial/no-stakes ratings are assigned.

¹⁰ The terms “competency” and “component” are used interchangeably in this document. To align with the language of the Danielson Framework, the DOE will shift to use the term “component” exclusively starting in fall 2013.

About the Teacher Effectiveness Program (TEP)

6. How were schools selected to participate in the TEP?

Schools had the opportunity to join the TEP through their networks. Networks were nominated by their clusters in spring 2012, and invited to submit a “statement of interest” if they wished to participate in the 2012-13 Program.

Twelve networks were selected to participate in the 12-13 TEP. The quality of statements of interest submitted was a factor in selection; in addition, the Office of Teacher Effectiveness sought to select a combination of networks whose schools reflect the diversity of our city - varying starting points in terms of teacher effectiveness initiatives underway, diverse student populations served, school sizes, geographic locations, etc. This diversity is critical to the DOE’s learning from the TEP, as this work will inform the negotiation of a city-wide system in the years ahead.

All schools in selected networks had the opportunity to opt-in to the program. A minimum of 60% of schools had to opt in as a requirement for network participation.

7. How has the UFT been involved in the TEP?

The UFT and the DOE are negotiating a citywide evaluation and development model that benefits all of NYC’s teachers.

8. Who are Talent Coaches?

Talent Coaches are NYC Education Administrators (i.e., pedagogues who hold New York State school leader certification) who have received extensive training from the Office of Teacher Effectiveness to prepare them to support schools in implementing the TEP’s 3012-c-aligned pilot of teacher evaluation and development, including intensive norming on the chosen competencies of the Danielson *Framework*. Talent Coaches have been selected through a rigorous process, and receive ongoing professional development from the Office of Teacher Effectiveness throughout the year.

Talent Coaches will visit each TEP school two to four times per month to provide on-site support for program implementation. During these visits, they will co-observe in classrooms with school leaders to support both accuracy of pilot ratings and delivery of timely, meaningful feedback. They will also check in regularly with school leaders and teachers to gather ongoing feedback. Talent Coaches may not write materials that are included in a teacher’s file, or used for any workforce decision.

Observations and Feedback

9. Are the observations required by the Teacher Effectiveness Program (TEP) separate from, or in addition to, the formal observations that are already required under the current system?

No. The recommended six observations for the TEP are inclusive of the required minimum number under the current UFT-DOE contract (two per year for probationary non-high school teachers, two per term for probationary high school teachers, one per year for tenured non-high school teachers, one per term for tenured high school teachers).

The low-inference evidence from any classroom observation – formal or informal, full-period or partial-period – can serve as the basis for both unofficial TEP pilot ratings and feedback and official S/U ratings.

- *Framework* component¹¹ ratings on the TEP’s four-point “HEDI¹²” scale, along with supporting low-inference evidence and actionable feedback, should be recorded in [ARIS Learn](#) and communicated to teachers following each observation. Feedback documents that include HEDI ratings and/or language directly from the Danielson *Framework* will not be placed in a teacher’s file, or used for any official purpose.

¹¹ The terms “competency” and “component” are used interchangeably in this document. To align with the language of the Danielson Framework, the DOE will shift to use the term “component” exclusively starting in fall 2013.

¹² Highly Effective, Effective, Developing, and Ineffective, as defined by New York State law.

- S/U ratings are the only types of observation ratings that can be placed in a teacher’s file. Observation reports placed in a teacher’s file should include, but are not limited to, low-inference evidence and feedback, but must be done in accordance with the UFT-DOE collective bargaining agreement, “Teaching for the 21st Century,” and other applicable rules, regulations, and practices. Observation reports to file may not include language that comes directly from the Danielson *Framework*.

10. Are school leaders expected to rate on all seven components following each observation?

School leaders should only give unofficial/no-stakes observation pilot ratings and feedback on competencies for which they have gathered evidence (during the observation or based on related evidence, such as a lesson plan). For partial-period observations, this could mean rating and giving feedback on some competencies. For full-period observations, observers should expect to rate and give feedback on all seven competencies. For those competencies that are not observable in the classroom (1e, Designing Coherent Instruction and 4e, Growing and Developing Professionally), school leaders must draw upon additional sources of low-inference evidence, such as lesson plans, teacher learning plans, etc.

11. What does the TEP do to ensure that school leaders are prepared to use the *Framework* to assign ratings in a way that is fair, accurate, and consistent across schools?

A core focus of the TEP is to “norm to excellence,” which means to cultivate a shared understanding of what effective teaching practice looks like. The TEP pursues this objective in several ways:

- School leaders will conduct “co-observations” with TEP Talent Coaches and network instructional staff throughout the year. TEP and network coaches all receive extensive training and engage in regular norming sessions to assure that they can effectively support school leaders in applying the *Framework* accurately and consistently.
- TEP school leaders will engage in ongoing in-person and online professional development throughout the 2012-13 school year.
- TEP school leaders will be asked to complete online norming assessments twice during the school year, data from which will inform their own professional development and coaching.

12. When an observer has difficulty determining a rating for a specific component¹², should he or she round up or down?

Observers should not “round” in the rating process, but instead rate on the low-inference evidence they have gathered, organized in alignment with the Danielson *Framework*. Regardless of the rating assigned, feedback should convey which critical attributes aligned with the higher rating level and which aligned to the lower rating, as this level of specificity in feedback will best support teacher development.

13. How can school leaders and teachers engage collaboratively in the observation and feedback process?

School leaders must engage teachers in dialogue about evidence, ratings, and feedback at post-observation conferences. In previous years’ pilots, many principals invited teachers to rate their own practice on the Danielson *Framework* competencies prior to the post-observation conference, and to bring these self-assessments to the conversation. This practice has deepened the dialogue and helped school leaders to provide more meaningful and useful feedback.

14. Is the Danielson *Framework* relevant for assessing practice of teachers of students with disabilities and English Language Learners?

Effective teaching in any classroom requires the effective use of each area of practice defined in the Danielson *Framework*: designing coherent instruction, establishing a culture for learning, managing student behavior, etc. While evidence of competency¹⁰-specific, observable student and teacher actions may look different across instructional environments and grade levels, the *Framework* is designed to accommodate a broad spectrum of teaching contexts.

The TEP is developing and test-driving tools to accompany the *Framework* to support observers and teachers in identifying what student engagement and learning looks like in classrooms with unique instructional needs (for example, in classrooms where students are non-verbal). Where relevant, the talent coach assigned to your school will introduce these resources to the school team.

15. Where can I find videos that showcase effective practice?

On [ARIS Learn](#), you will find a range of resources to support teacher development, including a growing library of videos of effective classroom practice for each grade-band (elementary, middle, high) and special education. The video resources on ARIS Learn are updated regularly, and new resources will be highlighted in the monthly TEP email newsletter for teachers and school leaders.

To find resources on ARIS Learn, visit <http://learn.arisnyc.org>. Login using your DOE ID and password, and click on “Learning Opportunities” to browse or search for resources aligned to the Danielson *Framework*.

GLOSSARY OF COMMON TEACHER EFFECTIVENESS PROGRAM TERMS AND ACRONYMS

Calibration: **Calibration** is a periodic assessment of a rater’s reliability and the degree to which an evaluation may “drift” from the original training. Conducting **regular norming exercises** with school leaders will ensure that they reliably and accurately assess teacher practice against the rubric.

Co-Observation: Classroom observations in which a school leader and another observer – a second evaluator from the school’s leadership team, a Talent Coach, or a network staff member – observe a teacher’s classroom. Co-observations support the ongoing process of norming to ensure accurate and consistent application of the Danielson *Framework*.

HEDI Rating: A shorthand for the four-point rating scale required by New York State Education Law 3012-c, which is comprised of the following ratings: **H**ighly Effective, **E**ffective, **D**eveloping, and **I**neffective. See page 8 for more detail on the [HEDI rating scale](#) as it is applied in the TEP.

Inter-Rater Reliability (IRR): Related to norming, this term describes the consistency of ratings assigned by different individuals observing the same practice.

Low-Inference Evidence: Description of activities observed in the classroom without embedded analysis or judgment. Low-inference evidence serves as the basis for objective assessment of teacher practice using the Danielson *Framework*, and includes description of both the teacher and student actions.

An example of evidence with inference: “Students were off-task, and the teacher was not aware of it.”

The low-inference version of this evidence: “During the ‘do now,’ students at the rear left table were not completing the assigned activity; during this time, the teacher was writing the problem set for the next part of the lesson on the board.”

As part of the feedback process, school leaders are expected to provide specific low-inference evidence aligned to areas of feedback to support teachers’ ongoing development.

Learning Opportunities (LO): Presentations, interactive modules, and other resources to help school leaders and teachers on ARIS Learn. Subjects will include (but not be limited to) using the Danielson rubric for classroom observations, low-inference note taking, and best practices for feedback delivery.

Measures of Student Learning (MOSL): One element of the new teacher evaluation and development system that is being negotiated. In 2012-13, only TEP teachers of grades 4-8 ELA and/or Math with a state-provided student growth score will receive a pilot rating for MOSL. When a new system is implemented for-stakes in the future, all teachers will receive a MOSL rating based on growth measures and locally selected measures; those MOSL ratings will be weighted as 40 percent of a teacher’s overall rating.

Measures of Teacher Practice (MTP): One element of the new teacher evaluation and development system that is being negotiated. In 2012-13, all teachers will receive an end-of-year pilot rating on MTP, based on classroom observations. When a new system is implemented for-stakes in the future, MTP ratings will be weighted as 60 percent of a teacher’s overall rating.

Office of Teacher Effectiveness (OTE): The DOE office responsible for overseeing and providing support for the TEP. OTE is part of the Division of Talent, Labor, and Innovation.

Review Conference: Meeting between school leader(s) and individual teachers held at mid-year (January-February) and at the end of the year (typically in June) to review cumulative evidence of the teacher’s practice to date, identify overall areas of strength and for development, and to discuss development goals and opportunities. At mid-year, the school leader communicates an indication of

where on the HEDI scale the teacher's practice is trending, based on classroom observations conducted to date; these mid-year indicators should be recorded in ARIS Learn but will be a part of to an overall rating at the mid-year point. At the end of the year, the school leader communicates final ratings on each of the competencies, as well as an overall rating for Measures of Teacher Practice, which are calculated in ARIS Learn as an average of the seven competency ratings (equally weighted). See page 13 for more detailed information about [review conferences](#).

Stakes/No stakes: The TEP is an unofficial/no-stakes pilot, which means that ratings and observation reports referring to the Danielson *Framework* are unofficial and are may not be placed in teachers' files or used for any workforce decisions, including tenure determinations, disciplinary 3020-a proceedings, or to support or defend an official Satisfactory or Unsatisfactory rating. The use of the research-based rubric and ratings assigned as part of the program are solely for formative and research purposes. At the end of the school year, teachers will receive an official (for-stakes) rating of Satisfactory or Unsatisfactory, in addition to unofficial (no stakes) TEP pilot ratings.

Talent Coach: OTE staff members with extensive instructional experience (most are former assistant principals in NYC) who provide on-site support to school leaders and network instructional staff in all aspects of TEP Implementation, including strengthening their skills in using a rubric to assess teacher practice, using student work to inform assessment of teacher practice, and providing teachers with timely, useful feedback that supports their development. Each coach supports approximately 7-10 schools, and visits the schools they support 2-4 times per month.

TEP: Acronym for the Teacher Effectiveness Program, which in 2012-13 will continue the field testing of a new teacher evaluation and development model aligned to NY State law 3012-c.

Teacher Effectiveness Teams (“TE Teams”): A committee of at least four school staff – including at least three classroom teachers (including the UFT Chapter Chair or his or her designee) and the principal (or his or her designee) – charged with overseeing TEP implementation in their school. The membership of each school's TE Team must be agreed upon by the UFT Chapter Chair and the principal. These teams should meet regularly (1) to discuss progress toward TEP goals, (2) identify strategies to improve implementation, and (3) facilitate upward feedback from teachers to the DOE. Teacher members of the TE Team may be teachers already engaged in supporting teacher development – such as UFT Chapter Chairs, CIE Instructional Leads or inquiry teams - but it is up to each school to determine a structure that aligns well to its current structure. See page 20 for more detailed information about [TE Teams](#).



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