

Advance
Frequently Asked Questions
FAQs
2020-21

Updated: May 17, 2021*

*Measures of Student Learning, starting on page 27 has been updated



OVERVIEW

This document supplements the information provided in the resources below and provides answers to specific questions and situations that may arise.

The [Advance InfoHub](#) holds all information and resources regarding the *Advance* teacher development and evaluation system.

Measures of Teacher Practice (MOTP) – page 9

[MOTP InfoHub](#)

Measures of Student Learning (MOSL) – page 27

[MOSL InfoHub](#)

[Periodic Assessment InfoHub](#)

Advance Web Application – page 32

[Access the Advance Web Application](#)

FREQUENTLY ASKED QUESTIONS (FAQs)

1. TEACHER ELIGIBILITY

1.1 General

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

K-12 classroom teachers¹ who teach 40% or more of a full-time position are eligible to be evaluated using the *Advance* system. A full-time teaching position usually corresponds to five teaching periods per day. ²

The charts below show specific categories of employees that are and are not eligible under New York State Education Law 3012-d. This list is not comprehensive; it addresses some of the most frequently asked questions about categories of teachers. Teachers not evaluated using *Advance* are evaluated using the Satisfactory/Unsatisfactory (S/U) system.³ In school year 2020-21 only, substitute teachers may be observed and evaluated using the S/U system.

Teachers who are eligible for evaluation using <i>Advance</i> system	Instructional Employees who will be evaluated using S/U system
Career and technical teachers	Pre-kindergarten teachers

¹ Full-time K-12 classroom teachers who maintain active status for at least six (6) cumulative calendar months during the current school year are evaluated using the *Advance* system.

² For example, in these schedules, teachers must teach at least two periods per day or the equivalent of two full days per week to be eligible under *Advance*; in a typical secondary school, where teachers teach 25 periods a week, a teacher who teaches fewer than 10 periods per week is not eligible for *Advance*.

³ Questions about S/U evaluation should be directed to HR Connect at 718-935-4000.

Teachers who are eligible for evaluation using <i>Advance</i> system	Instructional Employees who will be evaluated using S/U system
General education teachers	Adult, community, and continuing education teachers (including GED teachers)
Special education teachers, ESL teachers, SETSS teachers, AIS teachers, and resource room teachers	Attendance teachers, counselors, secretaries, dental hygiene teachers, psychologists, social workers
Transfer school, and D79 non-GED teachers	Non-public school teachers
Librarians ⁴	Teachers who teach less than 40% of a full-time position (including coaches/deans)
	YABC teachers
	Home and hospital teachers
	Speech teachers who perform only related services ⁵
	ROTC teachers ⁶
	IEP teachers ⁷

1.1.2 Are teachers from the Absent Teacher Reserve (ATR) eligible for *Advance*?

ATRs who meet the eligibility requirements listed in FAQ 1.1.1 are eligible for *Advance* and must be evaluated accordingly. School leaders are advised to mark these teachers eligible and meet all

⁴ Only Librarians who are considered a teacher of record and who are assigned groups of students for instruction for 40% or more of a full-time position are eligible under *Advance*. For the 2020-21 school year, librarians who spend more than 60% of their time teaching flexible schedules are not eligible under *Advance*.

⁵ We estimate that the large majority of speech teachers in NYC only provide related services at this time. Please contact your Teacher Development and Evaluation Coach (TDEC) if you believe you have a speech teacher who does not **only** provide related services.

⁶ ROTC teachers who spend 100% of their time teaching ROTC are not eligible under *Advance*. If a teacher spends part of his/her time teaching classes other than ROTC, then the above eligibility rules apply.

⁷ IEP teachers who teach 40% or more of a full-time position are eligible to be evaluated using the *Advance* system.

Advance requirements for any teacher whose eligibility is still in question.

1.1.3 NEW Are teachers who have been redeployed to school-based classroom positions from Central staff positions eligible for *Advance*?

No, teachers who have been redeployed from Central or BCO positions to school-based positions are not eligible for *Advance* and may be evaluated using the S/U system. Principals are encouraged to provide feedback of all teachers at their school and can visit classrooms for formative observations.

1.1.4 Teacher license: Does a teacher's license area impact his/her MOTP or MOSL?

No. Measures of Teacher Practice and Student Learning should be based on the grades/subjects that a teacher teaches, not on a teacher's license area.

1.1.5 NEW Does a teacher's work setting (in school building, fully remote, or blended learning) impact teacher eligibility?

All of a teacher's teaching time, regardless of work setting, counts toward their total teaching time for purposes of determining eligibility.

Teachers can be observed for evaluative purposes both in school classrooms and remote classrooms if the teacher meets the eligibility requirements under *Advance*.

1.1.6 NEW If a teacher’s work setting changes (i.e., from in-person to remote learning, from remote learning to blended learning, or from remote to in-person), do they remain eligible under *Advance*?

Yes. If a teacher changes settings over the course of the year, the same policy would apply as in past years: “Teachers are evaluated under *Advance* if they serve at least six cumulative months during the school year, regardless of whether they serve in one school or multiple schools.”

1.2 Specific Situations

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

An itinerant teacher (i.e., a teacher who teaches at multiple locations concurrently) must be marked as eligible in the [Advance Web Application](#) by the school(s) in which the teacher teaches, if they meet eligibility requirements to be evaluated under *Advance*.

The payroll school is responsible for conducting itinerant teachers’ Initial Planning Conferences and Summative End-of-Year Conferences. Observations should be conducted at any of the teacher’s locations in which the teacher teaches. The principal of an itinerant teacher’s payroll school should work with supervisors at the non-payroll school(s) where the teacher teaches to ensure that required observations are completed. Hard copies of these signed Teacher Observation Reports should be sent to the payroll

school for inclusion in the teacher's permanent file by the end of the school year.

Itinerant teachers' Measures of Student Learning (MOSL) ratings will be inclusive of all locations where the teacher teaches and is *Advance* eligible.

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

Teachers are evaluated under *Advance* if they serve at least six cumulative months during the school year, regardless of whether they serve in one school or multiple schools.

Teachers who are ineligible for *Advance* will receive an S/U rating. School leaders are advised to meet *Advance* requirements for any teacher whose eligibility is still in question.

All teachers serving students should be observed and provided with meaningful feedback.

1.2.3 How does *Advance* work for District 75 inclusion program teachers? How are Measures of Student Learning selected, and who does their Measures of Teacher Practice observations and conferences?

A D75 inclusion teacher must be marked as eligible in the *Advance* Web Application by the school(s) in which the teacher teaches, if they meet eligibility requirements to be evaluated under *Advance*. This service mandates a full day instructional program for the D75 inclusion teacher (also known as a D75 Inclusion Program or D75

SETSS program teacher) and therefore meets eligibility requirements to be evaluated under *Advance*.

Community schools should confirm the teacher as eligible (if applicable, as per FAQ 1.1.1), and ensure they are scheduled in STARS. Inclusion teachers will not appear in community school MOTP data reports and will not impact observation completion data in the *Advance* Web Application. District 75 schools should confirm the teacher as eligible (if applicable, as per FAQ 1.1.1), conduct the Initial Planning Conference, as necessary, observations, and Summative End-of-Year Conference, as necessary. They should also ensure that the Shared Instruction guidelines have been followed, which include adding the teacher to Shared Instruction on ATS.

1.2.4 NEW What *Advance* activities can be done remotely or virtually?

Advance activities, such as, but not limited to, Initial Planning Conferences, observation of remote classes, and pre- and post-observation conferences, can be conducted virtually while still maintaining the core intentions of the evaluation system and the state law overall. Note: observations of in-person classes must be conducted by in-person evaluators.

The following *Advance* activities can be completed virtually (e.g., via videoconference or phone call) or in-person:

- JESA and LEC calibration activities
- Pre- and post-observation conferences
- Informal and Formal Observations
- Initial Planning Conferences
- Summative End-of-Year Conferences

In school year 2020-21, *Advance* forms, such as Teacher Observation Reports, may be sent via e-mail. Teachers are expected to sign and return observation reports. Teachers may either (a) electronically sign/date and then return (preferred method); (b) print/sign and take a picture of signature and return to evaluator; or (c) only if unable to sign, an employee may return an email stating they received the report.

2. MEASURES OF TEACHER PRACTICE (MOTP)

For general information regarding MOTP, please review the [Advance MOTP InfoHub](#).

2.1 Evaluators

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

To ensure that the City’s APPR plan is implemented fairly and accurately, the New York State Education Department (NYSED) requires that evaluators receive robust training. All evaluators receive ongoing job-embedded implementation support from Teacher Development and Evaluation Coaches (TDECs). This support focuses on helping school leaders support teachers with understanding the rubric and developing their practice, and also guides school leaders through the process of teacher evaluation.

Principals must complete recertification training annually in order to serve as lead evaluators. For the 2020-21 school year, all principals must meet the following criteria:

- 1) **SY 2020-21: Participate in Job-Embedded Support (2.5 hours).** In SY 20-21 only, Lead Evaluator Certification includes one job-embedded support visit with a TDEC, focused on inter-rater reliability and support to implement *Advance* while engaging teachers in the process.

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

Assistant principals and other school-based supervisors and administrators, such as F-Status and ATR supervisors (and not including redeployed Education Administrators [EAs]), can serve as secondary evaluators under *Advance*. Secondary evaluators can perform many of the same *Advance*-related tasks that lead evaluators perform, for example:

- A. Hold Initial Planning and Summative End-of-Year Conferences, as necessary;
- B. Conduct informal and formal classroom observations; and
- C. Give feedback and ratings based on lesson-specific evidence.

Please note that principals, as lead evaluators, are responsible for determining a teacher's annual *Advance* rating.

2.1.3 NEW What does it look like to observe teachers in remote settings and evaluate virtually?

Observation and evaluation options could include, but are not limited to, – a.) principal has the discretion to attend the synchronous course online, as an administrator or teacher, with the teacher and students to observe and evaluate, b.) principal could ask the teacher to record their class and send to the principal

for later viewing and evidence recording, c.) could review discussion boards, PowerPoints, or Padlets (or other technical platforms where students learn and show their thinking) and use those as evidence and observable data for rating and feedback, and/or d.) conversations with students.

2.2 Conferences

2.2.1 Which meetings must be scheduled by mutual agreement?

- Initial Planning Conference, if necessary
- Pre-Observation Conference, Formal Observation, and Post-Observation Conference

Please note that the Summative End-of-Year Conference, if necessary, is not required to be scheduled at a mutually agreed-upon time.

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

Initial Planning Conferences (IPCs), if necessary, may be held before April 9, 2021 in school year 2020-21 only. For teachers who are absent during this window, the IPC should be conducted within 10 school days of his or her return to school.

2.2.3 What are the expectations for the Initial Planning Conference?

For school year 2020-21 only, the IPC is a one-on-one meeting between the teacher and evaluator at the discretion of the principal and required for teachers with an overall rating of Ineffective or

Unsatisfactory in school year 2018-19. The purpose of the IPC is for the teacher and evaluator to discuss the teacher’s continuous growth and development for the school year, reflecting upon previous evaluations, if any, the teacher’s area of focus, and the school’s instructional priorities. Teachers may choose to set professional goals as part of the IPC, however it cannot be required of them. Additionally, teachers may choose to indicate a preference for how they wish to receive feedback from observations during this time.

Assistant principals and other secondary evaluators may conduct the IPC. This meeting must be scheduled at a mutually agreed-upon time between the teacher and evaluator. There is no minimum length of time for an IPC (i.e., it does not need to be a full class period), but the conference must be long enough to cover all of the requirements.

There is no required documentation to submit for the Initial Planning Conference for school year 2020-21 only. However, as a best practice, evaluators should have evidence as to when the IPC occurred (e.g., an invitation via email or notes).

2.2.4 When do Summative End-of-Year Conferences occur? When should the Summative End-of-Year Conference occur if the teacher is absent at the end of the year?

For school year 2020-21 only, the Summative End-of-Year Conference is required only for teachers who receive a final MOTP score of Developing or Ineffective using observations in school year 2020-21.

Summative End-of-Year Conferences between a teacher and evaluator(s) may occur anytime between the last Friday in April and the last Friday in June when school is in session. For school year 2020-21, Summative End-of-Year Conferences may take place between April 30, 2021 and June 25, 2021 and should take place after the teacher’s last observation. Note that, unlike IPCs, evaluators are not required to hold Summative End-of-Year Conferences at a mutually agreed upon time but are encouraged to accommodate teacher schedules whenever possible. More than one evaluator may be present at the evaluator’s discretion.

When a teacher is absent between the last Friday of April and the last Friday in June, and the absence is foreseen and the evaluator was aware the teacher would not be present during this period (e.g., teacher is taking maternity leave), the Summative End-of-Year Conference shall be held before the teacher leaves. If the absence was unforeseen (e.g., extended leave) and therefore the evaluator could not conduct the Summative End-of-Year Conference, it must be held no later than the last Friday in October of the following school year (October 29 in 2021 for school year 2020-21); if this occurs evaluators have discretion to conduct both the IPC and Summative End-of-Year Conference at the same time, so long as requirements for both meetings are fulfilled.

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

For school year 2020-21 only, the Summative End-of-Year Conference is required only for teachers who receive a final MOTP score of Developing or Ineffective using observations in school year 2020-21.

Advance-eligible teachers participate in a face-to-face Summative End-of-Year Conference with their principal and/or other evaluator. The purpose of this collaborative conversation is to review feedback and ratings from observations of practice and to identify areas of improvement and next steps toward the teacher's continued professional growth; the Danielson 2013 *Framework for Teaching* serves as the common language for a discussion of areas of improvement that were observed throughout the school year and what next steps should be taken for future growth. Evaluators may schedule conferences before all of a teacher's observations are complete, and must have copies or digital files of all completed Teacher Observation Reports available for review at the conference; note that all evidence to inform teacher ratings must be captured on the Teacher Observation Report, with the exception of observations conducted prior to March 9, 2021.

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

2.3 Classroom Observations

Overview of Key Terms:

Observation Cycle: Includes three distinct steps: observation, feedback (delivered in a manner determined by the evaluator), and issuance of the final Teacher Observation Report.

Teacher Observation Report: This report is completed by the evaluator within 30 school days of a teacher's evaluative observation for *Advance*. It requires evaluators to provide lesson-specific evidence gathered during an observation for all

components rated. This form also has a space for additional evaluator notes and/or feedback, which are optional. It can be prepared by entering teachers' ratings in the [Advance Web Application](#) or off-line by printing a blank Teacher Observation Report (in [PDF](#) or [Microsoft Word](#)) from the [Advance InfoHub](#). The completed Teacher Observation Report shall be provided to the teacher no later than thirty school days. In school year 2020-21, *Advance* forms, such as Teacher Observation Reports, may be sent via e-mail. Teachers are expected to sign and return observation reports. Teachers may either (a) electronically sign/date and then return (preferred method); (b) print/sign and take a picture of signature and return to evaluator; or (c) only if unable to sign, an employee may return an email stating they received the report.

Sample completed Teacher Observation Reports of ratings based on informal and formal observations are available on the [Advance MOTP InfoHub](#). Note that these samples provide an illustration for training purposes and are not intended to illustrate every possible use of the form.

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

Feedback: Evidence-based commentary that is aligned to the Danielson *Framework for Teaching* provided to the teacher within 10 school days following an observation. Feedback should include the sharing of evidence and shall also include notification to the teacher regarding whether or not the observation will be used for evaluative purposes. The primary purpose of feedback is to help teachers improve; for example, a school leader may note observed areas of strength and growth for the teacher and also note one or two specific actions that the teacher can take to improve his/her practice.

Feedback shall be through an in-person conversation, in writing, via e-mail, or through any other form of communication and must be shared prior to the issuance of the final Teacher Observation Report. Feedback shall include notification to the teacher regarding whether or not the observation will be used for evaluative purposes. Teachers may choose to indicate a preference for how they wish to receive feedback from observations during their Initial Planning Conference, as necessary.

Initial Planning Conference: For school year 2020-21 only, the IPC is a one-on-one meeting between the teacher and evaluator that is held at a mutually agreed upon time and occurs prior to any formal or informal classroom observations required by *Advance*, at the discretion of the principal and required for teachers with an overall rating of Ineffective or Unsatisfactory in school year 2018-19. During the IPC, the evaluator and teacher meet face-to-face to discuss expectations for the year ahead.

Pre-observation conference: Individual, face-to-face (virtual or in-person) meeting as part of each formal observation held within 20 school days preceding the scheduled date of the formal

observation. The purpose of the Pre-Observation Conference is to review the objectives, activities, and expectations for the lesson that will occur during the teacher's formal observation.

Post-observation conference: Individual, face-to-face (virtual or in-person) meeting, held at a mutually agreed upon time within 20 school days following the formal observation. The Post-Observation Conference provides the teacher and evaluator the opportunity to discuss the observation and engage in a meaningful conversation about the teacher's practice and discuss next steps for development. Principals may choose to share feedback prior to the post-observation conference.

Summative End-of-Year Conference: A face-to-face individual meeting between the *Advance*-eligible teacher and his/her principal and/or other evaluator. For school year 2020-21 only, the Summative End-of-Year Conference is required for teachers who receive a final MOTP score of Developing or Ineffective using observations from SY 20-21. The purpose of this collaborative conversation is to review feedback and ratings from observations of practice and to identify successes, areas for growth, and next steps toward the teacher's continued professional growth. It is also an opportunity to reflect on available student data that may inform ways to improve teaching practice so students learn and grow.

2.3.1 What are the components of the observation cycle in *Advance*?

The *Advance* observation cycle includes three distinct steps: observation, feedback (delivered in a manner determined by the evaluator), and issuance of the final Teacher Observation Report.

Feedback shall include notification to the teacher regarding whether or not the observation will be used for evaluative purposes. Feedback must be shared prior to the issuance of the final Teacher Observation Report. The Teacher Observation Report shall be provided to the teacher no later than thirty school days of the observation; it must be completed, signed by the evaluator and teacher, to be placed in the teacher’s file. Note: In school year 2020-21, *Advance* forms, such as Teacher Observation Reports, may be sent via e-mail. Teachers are expected to sign and return observation reports. Teachers may either (a) electronically sign/date and then return (preferred method); (b) print/sign and take a picture of signature and return to evaluator; or (c) only if unable to sign, an employee may return an email stating they received the report.

2.3.2 How many observations are used for evaluative purposes each year?

There is no maximum number of observations a teacher may receive. After an observation, feedback shall include notification to the teacher regarding whether or not the observation will be used for evaluative purposes.

Teachers with an *Advance* overall rating of Highly Effective, Effective, Developing, Satisfactory, or No Rating in SY 18-19:

- Minimum one (1) informal observation

Teachers with an *Advance* overall rating of Ineffective or Unsatisfactory in SY 18-19:

- Minimum of two (2) observations
- The teacher may request, no later than April 6, 2021, that one of the two observations be a formal observation.

For all teachers, if first observation in SY 20-21 is Ineffective or Developing overall, a second formal observation will be required along with the pre- and post-observation conferences.

Option PROSE: Teachers in PROSE schools that have voted to include Option PROSE may select this option for MOTP. For more information, please review the [Implementing Option PROSE Guidance](#).

2.3.3 When can evaluators begin observations and how often can they conduct observations?

The observation window for school year 20-21 only will be from March 9, 2021 through June 11, 2021. If evaluators conducted classroom observations prior to the March 9, 2021, and the observation is Highly Effective or Effective overall, they may enter and use this as the teacher's observation, or one of their observations, as appropriate.

For teachers with an overall rating of Ineffective or Unsatisfactory in school year 18-19, the Initial Planning Conference is required. Additionally, evaluators can always visit classrooms as part of general school supervision, as well as for formative or developmental purposes throughout the year. There is no limit to the number of evaluative observations (formal or informal) that can be conducted.

2.3.4 How many observers may be present during observations?

During both formal and informal evaluative observations, no more than one evaluator and two school-based observers (i.e., the

superintendent, assistant superintendent, or trained administrator of the teacher’s school) may be present. The evaluator is solely responsible for completing the Teacher Observation Report.

2.3.5 What are the feedback requirements for observations?

To help ensure that teachers are provided with timely feedback on their practice, evaluators are required to provide lesson-specific feedback to teachers within 10 school days of any evaluative observation. Feedback shall include notification to the teacher regarding whether or not the observation will be used for evaluative purposes. Feedback shall be through an in-person conversation, in writing, via e-mail, or through any other form of communication. Every effort should be made to provide feedback within 10 school days to the teacher; however, if a teacher is absent, the 10 day “clock” stops until they return.

2.3.6 What is the difference between (p&p) and (obs) on the Teacher Observation Report?

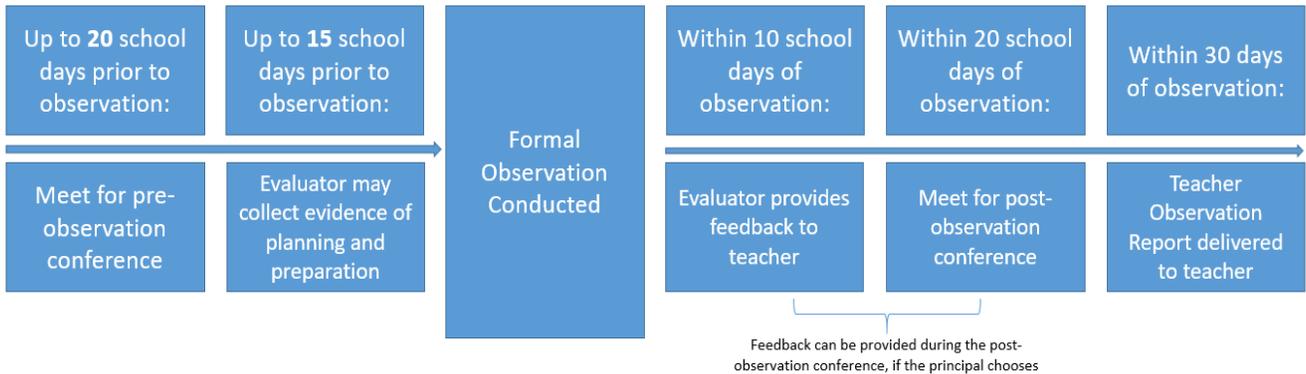
In the [Advance Web Application](#), there are two places to enter evidence and ratings on the Teacher Observation Report for components 1a, 1e, and 4e — **preparation & professionalism (p&p) and observation (obs)**.

In the observation (**obs**) field, include evidence regarding components observed during an observation or, if a formal, in connection with pre or post observation conference.

In the preparation & professionalism (**p&p**) field, include evidence regarding components observed outside of an observation and during the 15 school day window prior to an observation.

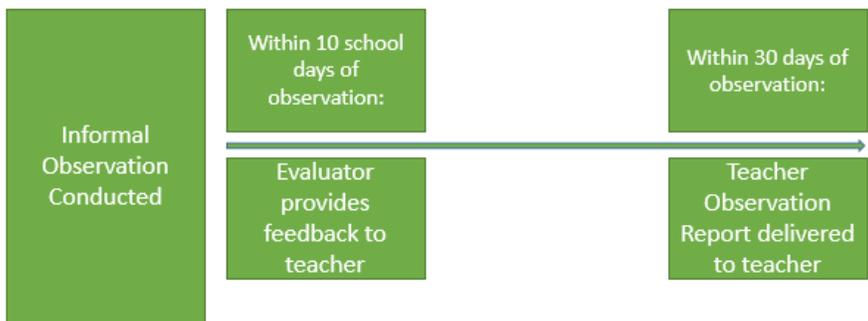
2.3.7 What are formal observations and how are they conducted?

Formal observations are announced, full-period observations scheduled at a mutually agreed-upon time. The evaluator and teacher must mutually agree upon a time to meet, for an individual, face-to-face (virtual or in-person) pre-observation conference held within the 20 school days preceding the scheduled date of the formal observation. The purpose of the pre-observation conference is to review the objectives, activities, and expectations for the lesson that will occur during the teacher's formal observation; if the pre-observation conference is held within 15 days prior to the formal observation, the evaluator may also collect evidence of planning and preparation to include on the Teacher Observation Report. Feedback from the observation must be provided to the teacher within 10 school days of the observation. Feedback shall be through an in-person conversation, in writing, via email or through any other form of communication. Within 20 school days after the formal observation occurs, the evaluator and teacher also must agree upon a time to meet for a post-observation conference, which will provide the teacher and evaluator the opportunity to discuss the observation, engage in a meaningful conversation about the teacher's practice, and discuss next steps for development. During formal observations, teachers may be rated on each of the eight components agreed upon by the NYCDOE and UFT for which evidence is observed.



2.3.8 What are informal observations and how are they conducted?

Informal observations are at least 15 minutes in duration. In addition, informal observations do not require pre- and post-observation conferences. During informal observations, teachers may be rated on each of the eight components agreed upon by the NYCDOE and UFT for which evidence is observed.



2.3.9 Must the pre-observation conference for a formal observation be lesson specific?

Yes. The purpose of the pre-observation conference is to review the objectives, activities, and expectations for the lesson that will occur during the teacher’s formal observation; it is also an opportunity for the evaluator to observe evidence of planning.

Finally, the evaluator and the teacher should discuss any outstanding questions or concerns and should agree on the date and time the formal observation will occur (no more than 20 school days following the pre-observation conference).

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

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

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

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

2.3.12 NEW What does student engagement look like in remote settings?

For 3c: Engaging Students in Learning, teachers will provide engaging opportunities, promote teamwork, use engaging materials, and give students time to reflect on learning – especially

in a virtual environment and in remote settings in school year 2020-21. During remote instruction, observing instruction requires an appreciation for the increased role that technology plays as teachers are providing opportunities for students to experience engaging learning activities, collaboration and time to reflect on and express their learning. Evaluators should focus on the opportunities teachers are creating to foster student engagement, rather than the number of students with microphones and cameras turned on or off. The modality of instruction must be taken into account during the evaluation. Recognizing that the remote learning environment is a dynamic learning space for both students and teachers, evaluators should seek to gather evidence from an assets-based and holistic approach rather than a deficit model.

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

Only components observed during the observation will be rated, but a good faith effort will be made to observe as many components as possible. Components for which no evidence is observed shall not be rated. There shall be no requirement to observe all eight components of the Danielson Rubric during the 2020-2021 school year.

Once all observations are completed, individual component ratings are averaged together, one component at a time, to produce overall component averages. Once each of the overall component averages is calculated, the results are weighted according to their respective domain and then summed to arrive at a final MOTP Score on a scale of 1.00-4.00. This score is then converted into a Highly Effective, Effective, Developing, or Ineffective (HEDI) rating,

which is a teacher’s MOTP rating, based on the following cut scores:

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

2.3.14 What are the protocols for use of video or photo during observations?

For school year 2020-21 only, all teachers have the ability to submit one (1) 20-minute unedited video to their evaluator as one of their evaluative observations, at the teacher's discretion. Teachers must tell their evaluator if they plan to submit a video by April 6, 2021.

Teachers shall have the sole discretion to submit a video lesson in lieu of an observation of teacher practice between March 9, 2021 and May 7, 2021. The video must be submitted to the evaluator no later than May 7, 2021. As such, a video is considered an evaluation and evaluators need go through the observation cycle accordingly (three distinct steps: video/observation, feedback delivered in a manner determined by the evaluator, and issuance of the final Teacher Observation Report).

Please note that the use of video outside of the evaluation process for formative purposes, such as for coaching and professional development of teachers, is allowable and recommended.

Still photography during classroom observations is permitted, but should, to the extent practicable, be unobtrusive. For example, photographs may be taken at the end of the observation.

2.3.15 Can evidence of misconduct be included in a teacher's rating?

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

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

School leaders should plan ahead to ensure no deadlines are missed. If a school leader experiences extraordinary circumstances that cause him/her to miss the deadline for a required element of *Advance* (for example, the Initial Planning Conference or Summative End-of-Year Conference deadlines), the principal should contact his or her TDEC for support. In

addition, evaluators should keep records of any scheduling issues that pose a barrier to meeting deadlines.

3. MEASURES OF STUDENT LEARNING

Please review the [2020-21 MOSL Selections Guide](#) for more information on Measures of Student Learning. For information on Assessment Administration, please review [2020-21 MOSL Assessment Administration Guide](#).

3.1 General

3.1.1 NEW How will teacher Measure of Student Learning ratings be determined in school year 2020-21?

For school year 2020-21 only, schools will not go through MOSL Selection for each grade and subject. Nor will they make Teacher-Level Selections. Instead, they will select one of two options for all teachers:

- Citywide measure: a measure that includes all student scores from all MOSL-eligible assessments administered in all schools in the city; or
- Schoolwide measure: a measure that includes all student scores from all MOSL-eligible assessments decided on by the school's School-based MOSL Selections Committee.

In both options, the measure will be calculated using the NYCDOE Growth Model. The NYCDOE Growth Model is calibrated each year to ensure that it produces valid and reliable results. For the 2020-21 school year only, adjustments will be made to account for the uniqueness of the school year and

additional sources of uncertainty. Only assessment scores from students learning in-person will be included.

For the 2020-21 school year only, all teachers in a specific school will receive the same measure, regardless of the grade/subject(s) they teach. In other words, if the school selects a schoolwide measure, it will be the same for all teachers in that school. The same is true for the citywide measure.

3.1.2 Who is a part of the school-based MOSL selections committee?

The School-based MOSL Selections Committee is comprised of eight (8) members of the school community. The principal will select four (4) members (either teachers or administrators) and the UFT chapter leader will select four (4) members.

- The principal and chapter leader may be members of the Committee.
- In small schools (fewer than 30 teachers), the principal and UFT chapter leader can jointly agree to form a Committee of only six (6) members of the school community (3 selected by the principal and 3 selected by the chapter leader).
- Principals and chapter leaders are not obligated to select members who served on last year's Committee, but they may do so.
- The principal and UFT chapter leader should select Committee members who represent a diverse array of grades and subjects.

3.1.3 What funding and additional time are available to support schools with MOSL-related implementation activities?

Schools should use the funding provided in [School Allocation Memo \(SAM\) #68](#) for any MOSL needs for Fiscal Year 21. See the [Periodic Assessment InfoHub](#).

3.1.4 How does a teacher learn of their MOSL selection?

The NYCDOE will notify teachers of their school's selection via email.

3.2 Assessments

3.2.1 MOSL-Eligible Assessments: Which assessments are MOSL-eligible?

Due to various considerations, the list of MOSL-eligible assessments has been reduced for school year 2020-21 to the following:

- NYC Performance Tasks (all available grades and subjects)
- Running Records (Fountas & Pinnell and TCRWP)
- Degrees of Reading Power (DRP, MSQI Schools only)

Schools using the citywide measure are not required to administer the assessments indicated above, but they can do so if they wish.

3.2.2 Students who do not take assessments: Are students who do not take assessments included in MOSL scores?

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

3.2.3 Students taking the same assessment multiple times: Can a student take the same assessment twice in the same administration period?

A student cannot take the same assessment more than once within the same administration window for any reason.

3.2.4 Baselines: Will baselines be used towards MOSL rating calculation?

A baseline is not required to have been administered at the beginning of the school year in order to use the corresponding MOSL-eligible assessment at the end of the school year

3.2.5 Consortium and IB schools: Can Consortium and IB schools use Regents-equivalent exams as MOSL assessments?

As Regents exams are not MOSL-eligible assessments for the 2020-21 school year, Regents-equivalent exams are not able to be

used for MOSL purposes this year. The citywide measure is recommended in the event that a school does not administer any MOSL-eligible assessments.

3.3 Specific Situations

3.3.1 Minimum number of students: What happens if the minimum is not met?

In the event that a schoolwide measure is selected but cannot be calculated, the citywide measure will be used in its place.

3.3.2 Where can I find information about how to enter students' assessment scores into the correct online database?

Beginning and end-of-year scoring and submission information for each assessment is available on the [Periodic Assessment InfoHub](#).

3.4 MOSL Selections in the *Advance* Web Application

3.4.1 NEW How do schools enter their MOSL selections into the *Advance* Web Application?

As in past years, School-based MOSL Committees will be responsible for recommending to the principal which option should be used for the school. (See FAQ 3.1.2 for more information about School-based MOSL Committee membership.)

- If a school is using (or plans to use) one or more of the MOSL-eligible assessments listed above, then the School-

based MOSL Committee can recommend either the citywide measure or the schoolwide measure. If they recommend the schoolwide measure, the committee will also recommend the assessments to use.

- If a school is not using (and doesn't plan to use) any MOSL-eligible assessments, then the School-based MOSL Committee can only recommend the citywide measure.

The principal shall either accept or reject the recommendation of the committee. If the principal does not accept the recommendation of the committee, then the citywide measure will be used by default.

Decisions must be finalized by June 11th. The principal (or principal designee) should enter the selection into the Advance Web Application. Schools will be notified via Principals Digest when the MOSL selection screen is made available.

Once a school has finalized its MOSL selection, that selection should be shared with the school community. NYCDOE will also notify teachers of their school's selection via email.

4. TEACHERS' *ADVANCE* OVERALL RATINGS

4.1 *Advance* Overall Ratings

4.1.1 How are *Advance* Overall Ratings calculated for a teacher with a Peer Independent Evaluator?

Applicable teachers and their principals are notified of their assignment of a Peer Independent Evaluator in the fall of that school year. For school year 2020-21, applicable teachers and their principals are notified in spring 2021.

As required by New York State Education Law §3012-d and the NYCDOE’s teacher evaluation agreement with the UFT, the MOTP score produced from Peer Independent Evaluator (previously known as the Peer Validator) observations will count for 10 percent of applicable teachers’ final MOTP Score at the end of the school year. The Peer Independent Evaluator cannot disclose his/her ratings for any observation until the annual rating period is over, at which point both the teacher and the lead evaluator will be provided with access to the completed Peer Independent Evaluator observation reports. Teachers will receive their 2020-21 *Advance* Overall Rating, inclusive of the Peer Independent Evaluator MOTP rating, in September 2021.

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

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

4.1.3 What happens if teachers have been unsatisfactorily rated in the past? Will the Unsatisfactory rating carry over into *Advance*?

The two ratings systems are separate: An Unsatisfactory rating in a previous school year will not qualify as an Ineffective rating under *Advance* for the purpose of bringing a dismissal proceeding

pursuant to Education Law 3020-a. However, the NYCDOE may still bring such a proceeding against a teacher and use all relevant evidence and documentation from any evaluation period.

5. DATA SYSTEMS THAT SUPPORT *ADVANCE*

5.1 *Advance* Web Application

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

The [Advance Web Application](#) is the data entry system that supports implementation of *Advance*. This tool allows evaluators to record and track observation data at both the teacher- and school-level, populate and print Teacher Observation Reports after observations, and automatically calculate both MOTP and MOSL scores and ratings.

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

School administrators should review the [Advance Web Application User Guide](#) for assistance in navigating its features.

Advance Web Application Features	Required or Optional?	When Available
Teacher Eligibility	Required	March 2021
<u>Advance Overall Rating Report</u>	Overall Rating Form is required to be signed and placed in teacher's file	September 2021
Manage User Roles and Access	Optional: Recommended	February 2021
Completion Summary Reports	Optional: Recommended	March 2021
Observation: Ratings on each of the 8 focused Danielson rubric components for generating Teacher Observation Report	Optional: Recommended	March 2021
Final 1.00-4.00 Measures of Teacher Practice Score	Required (for schools that do not enter observation ratings)	Late Spring
School Level MOSL Selections	Required	End of May 2021

Measures of Teacher Practice

Advance requires that:

- Evaluators use the Teacher Observation Reports. Signed copies of the form must be placed in teachers' files. Evaluators can generate the form online or download blank forms and complete them in writing. Note: in school year 2020-21, *Advance* forms, such as Teacher Observation Reports, may be sent via e-mail. Teachers are expected to sign and return observation reports. Teachers may either (a) electronically

sign/date and then return (preferred method); (b) print/sign and take a picture of signature and return to evaluator; or (c) only if unable to sign, an employee may return an email stating they received the report.

- Every teacher receives a 1.00-4.00 MOTP score. This rating must be calculated from the Teacher Observation Reports using formulas determined by law.
 - The [Advance Web Application](#) performs these calculations automatically. The *Advance* Web Application will also allow users to see summary reports of teachers' ratings, including which components have been rated for each teacher to help track progress towards rating all eight components annually.
 - Principals who choose to not enter observation rating data in the system will need to manually perform these calculations. This [MOTP Score Tracker](#) in Excel shows how to do these calculations. These schools will be required to enter a final 1.00-4.00 MOTP score for each teacher into the *Advance* Web Application (based on the calculations within the Excel tool).
- This MOTP score is then converted into a Highly Effective, Effective, Developing, or Ineffective (HEDI) rating.