

NYC's Teacher Evaluation and Development System Summary of UFT and DOE Agreements for 14–15 SY

The New York City Department of Education (DOE) and the United Federation of Teachers (UFT) have reached the following preliminary agreements regarding changes to New York City's teacher evaluation and development system. The current evaluation and development system will remain in effect for the 2013–2014 school year. **These changes will take effect in the 2014–2015 school year, pending UFT ratification and New York State Education Department (SED) approval.** This summary describes the most significant changes to the current evaluation and development system; all other major provisions of the current system will remain in effect.

More information about these changes, including a webinar and additional guidance, will be made available after State approval and UFT ratification is complete (anticipated in early June 2014). These improvements were informed by helpful input and feedback from educators system-wide.

Measures of Teacher Practice (MOTP)

A successful system of teacher evaluation and development supports teachers in refining their practice by bringing school leaders into their classrooms to offer them actionable feedback. Beginning with the 2014–2015 school year, a series of changes, based on teacher and school leader feedback, will be implemented to streamline the system to allow this to happen in a more efficient and meaningful way. The following changes were agreed to for the Measures of Teaching Practice (MOTP) component of the teacher evaluation and development system to help ensure that educators can focus their work on activities that will contribute to teachers' development.

1) **Rubric components:** School leaders will rate teachers for evaluative purposes on eight components of the *Framework*:

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1e Designing Coherent Instruction
- 2a Creating an Environment of Respect and Rapport
- 2d Managing Student Behavior
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 4e Growing and Developing Professionally

In recognition of the important work teachers do in classrooms with students, components from Domains 2 and 3 will be weighted 85% - up from 75% - while components from Domains 1 and 4 will be weighted 15%. The entire Danielson *Framework for Teaching* (2013 Edition) will be used for formative purposes.

2) **Teacher artifacts:** The Teacher Artifacts component of MOTP will be eliminated.

3) **Forms and evidence:** A new evaluator form will be created and will apply to all observation options. The new form will require evaluators to provide lesson-specific evidence gathered during an observation for all components rated, and it will enable supervisors to include Domain 1 or 4 evidence observed within 15 school days prior to the classroom observation as part of an assessment of a teacher's preparation and

NYC's Teacher Evaluation and Development System Summary of UFT and DOE Agreements for 14–15 SY

professionalism.

- 4) **Timely feedback:** To help ensure that teachers are provided with timely feedback on their practice, evaluators will be required to provide lesson-specific feedback to teachers (verbally or in writing) within 15 school days of an observation. Evaluator forms must be completed within 45 school days of an observation; in order to ensure that teachers get constructive and timely feedback, evaluators can only conduct one additional evaluative observation between the time of an observation and the completion of the form for that observation.
- 5) **New observation option:** Teachers who are rated Highly Effective in the prior school year may select Observation Option #3, consisting of a minimum of three informal observations. These teachers agree to open their classrooms to colleagues for at least three classroom visits during which visits colleagues can observe and learn from their teaching.
- 6) **MOTP scoring:** The following changes have been made to simplify and clarify the calculation of MOTP scores:
 - Evaluators can rate all eight components during all observations.
 - For teachers who select Observation Option #1, informal and formal observations are weighted equally.
 - There will no longer be Individual Observation Ratings.
 - A teacher's final MOTP score will be based on a weighted average of their Overall Component Scores (with Domain 1 and 4 components weighted 15% and Domain 2 and 3 components weighted 85%). Overall Component Scores will be calculated from the average of each component score rated on the evaluator forms.
- 7) **Multiple observers:** For non-evaluative observations, no more than four observers (either school-based or from outside of the school) may be present in a classroom. Additional observers may be present in teacher's classroom with the teacher's consent. For evaluative observations, no more than one evaluator and two school-based observers may be present during an observation. The evaluator shall be solely responsible for completing the evaluator form.
- 8) **Videotaping and photography:** Evaluators must be present when classroom observations are videotaped, unless the teacher and evaluator agree that the evaluator does not need to be present. At the beginning of the year teachers will indicate whether they wish to allow observations to be videotaped. Teachers who wish to be videotaped must select from the following options: (1) the evaluator chooses which observations, if any, will be videotaped, or (2) the teacher designates that some observations must be videotaped. In this case a teacher who selects Option 1 will have the formal observation videotaped, a teacher who selects Option 2 will have two of the informal observations videotaped, and a teacher who

NYC's Teacher Evaluation and Development System Summary of UFT and DOE Agreements for 14–15 SY

selects Option 3 will have one informal observation videotaped. Photography during classroom observations should, to the extent practicable, be unobtrusive.

- 9) **Student surveys:** To provide more time to learn about how to most effectively implement Student Surveys as a component of a teacher evaluation and development system, Student Surveys will only be used for non-evaluative purposes during the 2014–2015 school year.

Measures of Student Learning (MOSL)

The following changes have been made to the Measures of Student Learning (MOSL) component of the teacher evaluation and development system to ensure that New York City students are engaged in meaningful learning, the evidence from which helps educators understand students' progress and improve instruction.

Note: The DOE will release the MOSL menu options for the 2014–2015 school year in June 2014. There will be modifications to existing menu options for both State and Local Measures.

- 1) **Linked Measures:** In recognition of the need to have additional MOSL options that link teachers to the students they teach, the DOE will create a new set of MOSL options called "Linked Measures." Linked Measures will allow teachers to have their MOSL based on **only their own students'** growth on assessments. For example, Physical Education teachers could have their MOSL be based on their students' growth on State ELA and Math assessments. Teachers share students and share their successes; this measure will honor that truth.
- 2) **Rating appeals for teachers with group and linked measures:** A new procedural appeals process will be created for teachers with group measures (i.e., MOSLs with grade or school level target populations), in recognition of the fact that these teachers often have Measures of Student Learning based on the growth of students they do not teach. More information about these appeals will be available in June 2014. For the next two years this appeals process will also apply to teachers with linked measures as they are being introduced to schools.
- 3) **UFT-DOE MOSL Committee:** The UFT and the DOE have agreed to create a UFT-DOE MOSL Committee that will examine the current range of MOSL options and examine expanded options for the 2015–2016 school year and thereafter. Expanded options that will be considered include subject-based assessments, the use of portfolios, project-based learning, and semi-annualized/term course assessments.
- 4) **Time:** To provide educators with more time to implement MOSL and make MOSL decisions, time has been allocated at the beginning and end of the school year for educators to engage in MOSL-related activities. In addition, the deadline for making State and Local Measures decisions has been moved to 10 days after the first day of school. For schools that opt to engage in goal-setting, the deadline for teachers to submit goals has been moved to November 1; the deadline for principals to finalize goals has been moved to December 1.

NYC's Teacher Evaluation and Development System Summary of UFT and DOE Agreements for 14–15 SY

- 5) **Goal-setting scoring:** The goal-setting scoring system has been changed to allow educators to work within a more meaningful and reasonable goal-setting process that supports fair and accurate ratings for teachers:
- 85%-100% of students must meet or exceed targets for a teacher to be rated Highly Effective
 - 55%-84% of students must meet or exceed targets for a teachers to be rated Effective
 - 30%-54% of students must meet or exceed targets for a teacher to be rated Developing
 - 0%-29% of students must meet or exceed targets for a teacher to be rated Ineffective
- 6) **Local Measures default:** The Local Measures default will now be consistent across school types. The default will be the same as the one currently in place for schools that do not serve grades 4-8: school-wide measure of student growth based on all applicable assessments administered within the building for the State Measures.
- 7) **School MOSL Committee options:** Additional options will be available to School MOSL Committees for the Local Measures. These will include linked/ group measures using New York City Performance Assessments and State-approved third-party assessments and additional target populations (i.e., additional student subgroups beyond the lowest-performing third of students).

Guidance for Specific Teachers

The UFT and DOE have identified specific groups of teachers where both parties felt the need for additional guidance regarding the implementation of the teacher evaluation and development system. These teachers include teachers of non-annualized courses and teachers who teach for a portion of the school year. Specific guidance regarding these populations of teachers will be available in June 2014.

Peer Validators

In the 2014–2015 school year, a trained "Peer Validator," a teacher assigned from outside of a teacher's school, will observe teachers who were rated Ineffective the previous school year. Previously the validator role was designed to be an individual working for an outside organization. This role was changed to become a teacher role in recognition of the skills and abilities of teachers who work within our schools; peer validators will be jointly screened by the DOE and UFT and ultimately selected by the Division of Teaching and Learning. All peer validators will receive additional compensation to serve in this role.