

Advance Guide for Educators

2013-2014



Updated on October 18, 2013



Table of Contents

Table of Contents.....	1
Letter from Chancellor Dennis M. Walcott.....	2
Program Introduction.....	3
How to Use This Guide.....	4
Initial Planning Conferences (IPCs).....	5
Measures of Teacher Practice (MOTP) - Overview.....	7
Observations and Feedback.....	8
Artifacts and Outside Evidence.....	12
Tripod Student Surveys.....	14
Measures of Student Learning (MOSL) - Overview.....	16
MOSL Selection.....	17
MOSL Assessment.....	20
Growth Measurement for MOSL.....	22
End-of-Year Requirements.....	25
Other Requirements of <i>Advance</i>	27
Professional Development and Resources to Support Implementation.....	29
Frequently Asked Questions.....	31
Glossary of Common <i>Advance</i> Terms and Acronyms.....	39
2013-14 <i>Advance</i> Timeline.....	42

Letter from Chancellor Dennis M. Walcott

Dear Colleagues,

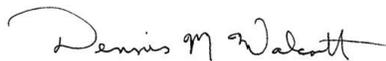
As educators, we are united by a single goal: ensuring that we prepare our students to graduate from high school ready to succeed in college and careers. Our transition to the [Common Core standards](#) raises the bar for our students and underscores the power of high-quality teaching as a tool for helping students reach these higher standards.

To support our students in meeting these higher standards, we must support teachers in continuously developing their instructional practice over time. [Advance](#) helps the New York City Department of Education recognize its most effective teachers and strengthen teacher practice by systematically providing teachers rich feedback on developing their practice.

This Guide explains the key features of *Advance*, including what you can expect, and where you can find support throughout the year. It will answer many of your questions about *Advance* 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.

Since the spring of 2013, more than 15,000 teachers and school leaders have participated in in-person, centrally-led training, and thousands more have engaged in school-based training and on-line professional development. It is exciting to recognize our educators' investment in this work. I am confident that with your support and commitment, *Advance* will help us realize our goal and share our commitment to providing a high quality education for our students.

Sincerely,

A handwritten signature in black ink that reads "Dennis M. Walcott". The signature is written in a cursive style with a large initial 'D' and a long, sweeping underline.

Dennis M. Walcott

Program Introduction

GUIDING PRINCIPLES

Advance is New York City's new system of teacher evaluation and development, launching for the first time in school year 2013-14. The New York City Department of Education (DOE) is working with schools to implement *Advance* to help all teachers grow and to further our vision of an effective teacher in every classroom for every student.

The following principles guide *Advance*:

- **Instructionally viable:** Supports educators in making instructional decisions
- **Supports development:** Helps educators improve their practice
- **School-level autonomy:** Creates options to support school-level autonomy where possible
- **Reliable and valid:** Provides consistent and accurate measures of educator effectiveness
- **Fair:** Does not disadvantage educators based on population of students served
- **Transparent:** Clear/understandable to educators
- **Feasible:** Can be implemented without undue burden

Advance uses multiple measures – including observations of classroom practice, student learning measures, and student feedback – to provide teachers with more support and information to help them develop as educators.

NEW YORK STATE POLICY AND CONTEXT

In 2010, New York State passed Education Law 3012-c, introducing significant changes to the Annual Professional Review (APPR) for teachers and principals.¹

New York State Education Department (SED) Commissioner John B. King Jr.'s orders set the parameters for *Advance*, including the types of measures that it includes – Measures of Student Learning and Measures of Teacher Practice – as well as the rating scale that will be used for all components of the system (Highly Effective, Effective, Developing, and Ineffective, referred to as “HEDI”).

¹ While not part of *Advance*, the work of principal evaluation and development is also underway in New York City. For more information about Education Law 3012-c, visit the [New York State Education Department \(NYSED\)'s EngageNY website](#).

How to Use This Guide

This Guide is intended to give a broad overview of the components and requirements of *Advance* for both teachers and administrators. Readers are encouraged to read each section in its entirety as well as utilize the Guide as a reference throughout the school year.²

The Guide contains three main types of information in each major section: Key Requirements, Implementation Steps, and Detailed Information; in some cases specific supports and resources are highlighted at the end of a section. The example below describes the types of information included and how to identify the information in each section of this Guide:

Key Requirements Overview of the major policy components of each section	Implementation Steps Key action steps and deadlines for school leaders with evaluative responsibilities and teachers (referred to as evaluators ³ throughout this document)
--	--

Detailed Information

Here, you will find additional information, guidance, and best practices related to requirements and action steps.

Resources:

In general, for resources related to *Advance* implementation, school leaders, and teachers are encouraged to visit the [Advance](#) Intranet page, a repository of resources for teachers and schools leaders to support implementation of *Advance*, including:

- Measures of Student Learning (MOSL)
- Data Systems Support
- Measures of Teacher Practice (MOTP)
- Resources for Teachers (including a [Webinar for Educators on Advance System](#))

Educators are also encouraged to visit the [Advance public website](#) to learn more about the development of *Advance*.

Resources pertaining to specific components of *Advance* will appear in “Resources” boxes throughout this Guide, as well as in the “[Professional Development and Resources to Support Implementation](#)” section (pg. 29).

² As more guidance and information become available, updates will be made periodically throughout school year 2013-14, to provide teachers and school leaders with the most current information.

³ For more information on who can serve as lead and secondary evaluators, please refer to the section Evaluator Certification on pg. 27.

Initial Planning Conferences (IPCs)

Key Requirements	Implementation Steps
<p>The Initial Planning Conference⁴ (IPC) is a mandatory one-on-one meeting at a mutually agreed upon time between the teacher and evaluator that occurs prior to any formal or informal classroom observations required by <i>Advance</i>.</p> <p>During the IPC, evaluator and teacher meet face-to-face to discuss expectations and goals for the year ahead.</p> <p>IPCs may be held between the first day teachers reported (September 3 in 2013-2014) and the last Friday in October (October 25 in 2013-2014).</p>	<p>Teachers and Evaluators:</p> <ul style="list-style-type: none"> • Discuss the teacher’s MOSL assessments and upcoming MOSL-related activities (if available). • Prepare for the school year by discussing 2-4 formative professional goals (this step is recommended by the State to support a teacher’s ongoing development but not required- it is the teacher’s option). <p>Teachers:</p> <ul style="list-style-type: none"> • Select an observation option and indicate whether observations can occur via video. • Teachers selecting Observation Option 2 may submit up to two artifacts to the evaluator. <p>Evaluators:</p> <ul style="list-style-type: none"> • Hold all IPCs between the first day teachers reported (September 3 in 2013-2014) and the last Friday in October (October, 25 in 2013-2014).

All teachers will likely receive more face-to-face conferences in 2013-14 with their evaluator as part of *Advance*. Conferences allow the teacher and evaluator to reflect together on a teacher’s practice and develop strategies for improvement to further support student learning.

There is no minimum duration for an IPC, but the conference should be long enough to meet the requirements listed above. Any evaluator may conduct an IPC.

An IPC has several key outcomes:

- **Set Formative Professional Goals (Optional):** While it is not required, it is recommended as a best practice that teachers self-assess on the Danielson 2013 *Framework for Teaching* and set formative professional goals (2-4 goals are recommended) for the school year. Teachers may choose to discuss these goals with the evaluator during the IPC. These actions are intended to help to support teacher development and further practice. The purpose of professional goal-setting is to guide teachers’ instructional decisions and pedagogical approaches in order to maximize academic achievement for all students. Teachers’ self-assessments and their students’ learning objectives (where applicable) should inform these professional goals.

⁴ Refer to Glossary of Terms (pg. 39) for additional information

- **Artifact Submission (Optional for IPC):** Teachers who chose Observation Option 2 have the option to submit up to two artifacts to the evaluator.
- **Measures of Student Learning (MOSL) Discussion (if available):** The teacher and evaluator discuss the teacher's MOSLs and upcoming MOSL-related activities (e.g., administering and scoring baseline assessments).
- **Pre-Observation Conference (Optional):** A teacher who selects Observation Option 1 may request that the IPC serve as his or her Pre-Observation Conference. If the evaluator grants this request, the IPC must occur between one and 20 days prior to the formal observation. The teacher will also have the option to submit up to two artifacts during the IPC. An evaluator may also choose to hold the Pre-Observation Conference closer to when he/she plans to hold the observation.
- **Choices on Observations:** The teacher selects an observation option and indicates whether observations can occur via video.

Resources:

Visit the *Advance* [Measures of Teacher Practice](#) Intranet page for additional resources, including:

- At a Glance: Initial Planning Conferences (IPCs) Guide
- IPC: Teacher Observation Selection Form
- Optional Pre-Observation Conference Form

Measures of Teacher Practice (MOTP) - Overview

The Measures of Teacher Practice (MOTP) component of *Advance* aims to support teachers in the development of their professional practice so they are able to increase their contributions to student learning.

MOTP comprises 60 percent of each teacher's overall rating. As part of this component,

- Teachers are observed multiple times over the course of the year, each accompanied by feedback. Evaluators score observations, in addition to artifacts and other evidence, using the Danielson 2013 *Framework for Teaching*.
- Beginning in 2014-15, the practice of teachers of grades 3-12 will also be measured through a student survey. During the 2013-14 school year, the student survey will be administered citywide as a no-stakes pilot and will not count toward teachers' ratings.

The following section of this Guide describes Measures of Teacher Practice in greater depth.

Observations and Feedback

Key Requirements	Implementation Steps
<p>Classroom observations paired with feedback help teachers and their evaluators exchange ideas about the teacher’s practice and help teachers improve. As evaluators and teachers look at the four domains of the Danielson 2013 <i>Framework for Teaching</i> more frequently, they become more skilled at using observation data to support teacher growth and student achievement.</p> <p>Feedback conversations provide teachers and evaluators the opportunity to reflect on areas of both strength and development from the shared observation and determine next steps to improve practice and student outcomes. Feedback occurs after every observation.</p> <p>All teachers will receive a minimum of two face-to-face conferences each year with their evaluator through the IPC and the Summative End of Year Conference.</p> <p>Teachers will be able to select one of two observation options. Regardless of the observation option selected, all teachers will receive at least four observations⁵ throughout the year.</p> <p>Evaluators must document evidence of teacher practice through observations, artifacts, and outside evidence and rate each Danielson 2013 <i>Framework for Teaching</i> component observed for every teacher.</p>	<p>Teachers and Evaluators:</p> <ul style="list-style-type: none">• Through the course of feedback, develop clear and measurable next steps together. <p>Teachers:</p> <ul style="list-style-type: none">• While not required, review the Danielson 2013 <i>Framework for Teaching</i> and complete a self-assessment of teaching practice in preparation for observations and feedback conversations.• During feedback conversations, be prepared to share evidence from reflections about the observed lesson. <p>Evaluators:</p> <ul style="list-style-type: none">• Schedule teacher observations after the IPC and through the first Friday in June⁶ (June 6 in 2013-14).• Share verbal or written feedback. Feedback can be shared in any format and Observation Reports are finalized after feedback is shared.• Complete and submit Evaluator Form 2 for each observation. Forms must be signed by the teacher and submitted to the teacher’s file within 90 school days.

THE OBSERVATION AND FEEDBACK CYCLE

The Observation and Feedback cycle has three main parts: Observe, Prepare and Share Feedback, and Develop. No matter the teacher’s observation option (Option 1 or 2), these basic, underlying steps remain the same and are designed to support teachers and evaluators in a collaborative process of continuous improvement.

THE DANIELSON FRAMEWORK FOR TEACHING

Advance uses Charlotte Danielson’s 2013 *Framework for Teaching*, a research-based rubric of teacher practice, to assess teachers’ professional skills, behavior, and knowledge. The full *Framework* is comprised of 22 components spanning four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. The *Framework* describes specific, high-impact elements of teaching and provides a common language and vision of instructional effectiveness that teachers and evaluators can share. The *Framework*

⁵ In both Observation Options 1 and 2, the number of observations listed is the minimum requirement. Evaluators may choose to conduct additional observations to be included in the MOTP rating and for formative purposes.

⁶ Except in instances of late hire, leave, etc.

facilitates teacher reflection and action-planning for professional development, and anchors conversations between evaluators and teachers in a common understanding of teaching practice.

During observations, evaluators gather specific evidence of teacher practice, which they then assess using the *Framework*.

The specific components assessed during a given observation will depend upon what is observed in the classroom during the visit. While not all components need to be assessed during any one observation, evaluators must collect specific evidence and align it to the rubric to produce a year-end rating for each *Framework* component.

OBSERVATION OPTIONS

In the fall, at the IPC, each teacher chooses between two observation options. For both options,

- Teachers' practice will be rated on all four domains of the *Framework* over the course of the year.
- More than one evaluator may conduct observations; e.g., teachers may have observations conducted by the principal, other trained supervisor (e.g., an assistant principal), or a combination of the two during the course of the year. In such cases, only one of the observers shares feedback and evaluates an observation for rating purposes.
- Evaluators may conduct formative observations that are not rated.
- Observations take place between the teacher's IPC and the first Friday in June (June 6 in 2013-14).
- Video can be used for observations, if teachers consent in writing at the IPC.
- Teachers may submit up to eight artifacts of teacher practice between the IPC and the second Friday in April (April 11, 2014); evaluators may request additional artifacts to inform a rating if there is a component for which there is insufficient evidence.
- Evidence collected outside of observations may be considered toward ratings for Domains 1 and 4, including
 - Conversations, such as those that occur during a meeting following a formal or informal observation, provided that it can be scored in one of the 22 components.
 - Outside evidence, other than teacher-selected artifacts, provided that it can be scored in one of the 22 components.

While the two options have these characteristics in common, there are differences:

<i>Option 1: At least one formal observation and at least three informal observations</i>	<i>Option 2: At least six informal observations.</i>
<ul style="list-style-type: none"> • The formal observation lasts a full period and involves Pre- and Post-Observation Conferences. Formal observations need to be scheduled by the evaluator and teacher at a mutually agreed upon time. • The formal observation can cover all four domains, but produces a rating on only those components for which evidence is observed. All 22 components do not need to be rated during a formal observation but for each formal observation, all components for 	<ul style="list-style-type: none"> • Informal observations are 15 minutes or longer; at least one must be unannounced, and all may be unannounced. • All four domains may be observed, but each observation produces a rating on only those components for which evidence is observed. All 22 components do not need to be rated during an

<p>which there is sufficient evidence should be scored.</p> <ul style="list-style-type: none"> • Informal observations are 15 minutes or longer; at least one must be unannounced, and all may be unannounced. • Informal observations focus on Domains 2 and 3 only, but provide a rating only on the components that are observed during the observation. 	informal observation.
---	-----------------------

If the teacher does not select an option at the IPC, the evaluator chooses an option for him or her.

FEEDBACK AND CONFERENCE PROCESS

For both Observation Options 1 and 2, feedback must be provided after every observation. The format of feedback is at the evaluator’s discretion (e.g., in-person professional conversation, email, note, etc.). During formal observations, included only in Option 1, teachers and evaluators participate in individual face-to-face Pre- and Post-Observation Conferences.

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. The Post-Observation Conference provides the teacher and evaluator the opportunity to discuss the observation and extend a meaningful conversation between evaluator and teacher about the teacher’s practice and next steps for development.

<i>Pre-Observation Conference Requirements</i>	<i>Post-Observation Conference Requirements</i>
<ul style="list-style-type: none"> • Teachers can request to complete a Pre-Observation Conference as part of the IPC. Evaluators may grant the request or choose to hold the Pre-Observation Conference on another date. • Teachers may, but are not required to, provide up to two artifacts⁷ that align with Domain 1 or Domain 4. Each artifact is scored using a separate artifact form – Evaluator Form 1. The form asks evaluators to rate each artifact on the components for which evidence has been observed in Domains 1 and 4 using the 1-4 HEDI scale. • At the conference, the date of observation is determined, to take place within 20 school days. • If the teacher chooses to submit a lesson plan, the evaluator and teacher review the teacher’s lesson plan. • While not required, teachers may also submit to the evaluator a completed Pre-Observation Conference Form – a brief questionnaire about 	<ul style="list-style-type: none"> • Conference occurs within 20 school days of the formal observation. • Teacher may provide up to two artifacts; each artifact is scored using a separate artifact form – Evaluator Form 1. The form asks evaluators to rate each artifact on the components for which evidence has been observed in Domains 1 and 4 using the 1-4 HEDI⁸ scale. • Evaluator and teacher discuss the observation using the Danielson 2013 <i>Framework for Teaching</i>.

⁷ Teachers who select Option 1 and choose to have the IPC serves as the Pre-Observation Conference can submit up to two artifacts total at the IPC. Teachers who select Option 1 may also submit up to two additional artifacts during the Post-Observation Conferences.

⁸ The HEDI scale is shorthand for the four-point rating scale required by Education Law 3012-c, which is comprised of the following ratings: **H**ighly Effective, **E**ffective, **D**eveloping, and **I**neffective.

the lesson plan.	
------------------	--

For both formal and informal observations, the observation report must be shared with the teacher within 90 school days after the observation. The State-approved observation report form, Evaluator Form 2 (new for *Advance* in 2013-14), asks evaluators to document component-specific ratings on the 1-4 HEDI scale for all observed components.

Resources:

Additional information about the Observation and Feedback cycle can be found on the [Advance Measures of Teacher Practice](#) Intranet page.

Suggested Learning Opportunities (LOs) on ARIS Learn:

- [LO 467: Introducing your Staff to the Danielson Framework](#)
- [LO 598: Danielson Component Study Guides](#)
- [LO 703: Introduction to the Danielson Framework for Teaching: Summer 2013](#)

Artifacts and Outside Evidence

Key Requirements	Implementation Steps
<p>Under <i>Advance</i>, teachers now have the choice to submit artifacts that may be used to document their teaching practice in one or more components from Domains 1 and 4 to inform their annual evaluation.</p> <p>Over the course of the year, teachers may submit up to eight artifacts that provide evidence of their teaching practice prior to the second Friday in April (April 11, 2014).</p> <p>Teachers have sole discretion over when, what, and how many artifacts to submit. Evaluators cannot require teachers to submit particular artifacts or determine when they must submit them.</p> <p>The evaluator may request additional artifacts from a teacher if, prior to the Summative End of Year Conference, the evaluator does not have any evidence to provide a rating on any component within Domains 1 and 4.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Teachers selecting Observation Option 1 may choose to submit up to two artifacts of their choice at the Pre-Observation Conference, as well as another up to two artifacts at the Post-Observation Conference. • Teachers selecting Observation Option 2 may choose to submit up to two artifacts during the IPC (optional) • All teachers may submit any remaining (up to eight) artifacts throughout the year prior to the second Friday of April (April 11, 2014). <p>Evaluators:</p> <ul style="list-style-type: none"> • Evaluators are required to review and rate teacher-submitted artifacts on Evaluator Form 1 and bring all of them to the Summative End of Year Conference. • Request relevant artifacts (outside of the teacher-submitted eight) to rate Domains 1 and 4 if no evidence has been gathered prior to Summative End of Year Conferences.

TEACHER ARTIFACTS AND OUTSIDE EVIDENCE

Teachers may submit up to eight artifacts to document their teaching practice in one or more components from Domains 1 and 4 to inform their annual evaluation between the IPC⁹ and the second Friday in April (April 11, 2014). Artifacts support the evaluator’s assessment of a teacher’s practice in Domain 1 and Domain 4. Teachers make the decision regarding how many and which artifacts to submit each year.

If there is no evidence for a component, evaluators may request artifacts from teachers to rate all 22 *Framework* components annually. Note: if a teacher chooses not to submit any artifacts to complete the review of any Domain 1 and 4 components, the principal shall render an overall component score of 1 out of 4 (“Ineffective”) for that component in the artifact section.

Each submitted artifact should be reviewed and scored based on evidence aligned to the rubric. As with observations, it is recommended that developmental feedback be shared with the teacher using the evidence. The evaluator uses Evaluator Form 1 to record ratings for any

⁹ Teachers who select observation Option 2 may choose to submit up to two artifacts at the IPC. Teachers who select Observation Option 1 may choose to submit up to two artifacts at the Pre-Observation Conference and up to two additional artifacts at the Post-Observation Conference.

Framework components from Domains 1 and 4 that the artifact demonstrates, as well as any outside evidence that relates to the artifact.

Outside evidence is evidence aligned to a Danielson component that the evaluator collects outside of a classroom observation. Outside evidence:

- Can only be considered as part of Domain 1 and Domain 4 ratings.
- Can be rated during any formal observation.
- Cannot be rated on informal observations for teachers selecting Option 1 (as you cannot rate on Domains 1 and 4 in informal observations in Option 1).
- Can be rated on informal observations for teachers selecting Option 2 (as you can rate on any of the domains in informal observations in Option 2).
- Can be considered as part of the Summative End of Year Conference and as part of the end-of-year artifact rating for any teacher, no matter their observation selection.

At the Summative End of Year Conference the evaluator brings all submitted artifacts to the meeting and the evaluator and teacher review the ratings and feedback shared. Evaluators may also share and discuss other Domain 1 and 4 outside evidence. Within ten days of the Summative End of Year Conference, taking into account the artifact scores, the evaluator produces a final Evaluator Form 1 (indicating the option “End-of-Year Artifact Rating”) with ratings for Domains 1 and 4 components. These ratings are averaged to produce an overall artifact score which is worth 5% of the MOTP. Note that not all Domain 1 and 4 components need to be scored through artifacts as long as all components are scored through either artifacts, outside evidence, and/or observations by the end of the year.

Resources:

Additional information about artifacts can be found in the *Advance* [Measures of Teacher Practice](#) Intranet page.

Tripod Student Surveys

Key Requirements	Implementation Steps
<p>Starting in the 2014-2015 school year, student surveys will be worth five points of the Measures of Teacher Practice component for teachers in grades 3-12.</p> <p>All schools will administer the student survey for feedback purposes only in the 2013-2014 school year. The survey will be administered citywide as a not-for-stakes pilot in 2013-14.</p>	<p>Look for more information on the Advance Intranet page in winter 2013.</p>

WHY STUDENT SURVEYS?

Including student feedback in *Advance* gives students a voice and ensures that their classroom experiences are taken into account when evaluating teachers.

Research conducted as part of the Bill & Melinda Gates Foundation's [Measures of Effective Teaching \(MET\) Project](#), which included the participation of New York City teachers, revealed that student surveys can be a powerful and highly reliable tool in teacher effectiveness work. The study found that combining student surveys with frequent observation data and measures of student achievement gains can better predict a teacher's contribution to student growth than a teacher's years of experience or educational level.

THE TRIPOD STUDENT PERCEPTION SURVEY IN ADVANCE

In addition to classroom observations and teacher artifacts, starting in the 2014-2015 school year, student surveys will be worth five points of the Measures of Teacher Practice component for teachers in grades 3-12. The survey will be administered citywide as a not-for-stakes pilot in 2013-14.

The student survey questions are differentiated based on the age of the student. There will be two versions of the survey, one for students in grades 3-5 and another version of the survey for students in grades 6-12. (Teachers who have fewer than ten students will not have the student survey as part of their measure, and teachers whose students are alternately assessed or have Individualized Education Plans [IEPs] will have accommodations for their specific circumstances.)

The survey asks students to give feedback on specific aspects of the classroom experience, organized around seven teaching practice elements, known as the "Seven Cs" (see box, pg. 15). Students rank their agreement with statements such as "*Students in this class treat the teacher with respect,*" and "*My teacher wants us to use our thinking skills, not just memorize.*"

The “Seven Cs” of the Tripod Student Perception Survey

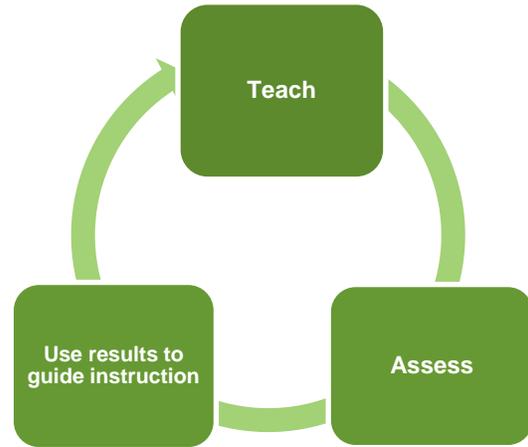
- Caring about students
- Captivating students
- Conferring with students
- Controlling behavior
- Clarifying lessons
- Challenging students
- Consolidating knowledge

The DOE will utilize student survey results to calculate a rating for each teacher who administers the survey.

Measures of Student Learning (MOSL) - Overview

Advance includes multiple Measures of Student Learning in addition to the Measures of Teacher Practice. Multiple measures provide a more valid, robust picture of teacher performance and give teachers access to various sources of feedback.

With support from school leaders, teachers can also use student data to develop their practice, in a cycle of teaching, assessment, and using results to guide instruction. Many teachers across New York City already use this practice to strengthen instruction in their classrooms.



Schools will be able to re-select measures each year to reflect on their own learning from the prior year – thinking about what worked and what they may want to adjust. The DOE will revisit assessment options for schools each year, and will continue to refine them to ensure that they provide valuable information about both the teacher’s practice and students’ performance.

MOSL Selection

Key Requirements	Critical Action Steps
<p>Every teacher will have two types of measures: State Measures and Local Measures, each worth 20% of the teacher’s evaluation (40% total).</p> <p>Each measure consists of an assessment, target population, and growth measurement.</p>	<p>School Local Measures Committee:</p> <ul style="list-style-type: none"> School staff chosen by principal and UFT chapter leader selected Local Measures for teachers and submitted recommendations to principal. <p>Principal:</p> <ul style="list-style-type: none"> Approved Local Measures Committee recommendations or selected default option based on school-wide growth (by September 9, 2013). Selected State Measures for teachers without State-determined measures (by September 9, 2013). Shares MOSL selections with teachers. Provides necessary staff instruction and support around MOSL selections.

TYPES OF MEASURES

Together, two types of Measures of Student Learning (MOSL) make up 40% of each teacher’s evaluation.

Measure	Definition
State Measures (20%)	Includes State-determined measures, and for some grades and subjects, a list of allowable assessments that can be used (chosen by principal where there is choice).
Local Measures (20%)	Includes options chosen from a State-approved list by the Local Measures Committee and submitted to the principal, who may accept the recommendation or opt for the default (school-wide) measure.

The principal and a Local Measures Committee at your school finalized measures for the 2013-2014 school year by September 9. Principals and committees will have the chance to re-select measures and committee members each year. If you would like to know more about the process to select measures, please visit the link to the [MOSL Guides in the Resources](#) at the end of this section (pg. 19).

Each State or Local Measure includes three components: an assessment, a target population, and a growth measurement. (The following sections offer more detailed information on each of these.)

Component	Definition
Assessment	Refers to one or more of the following types of assessments: State Assessments, 3 rd Party Assessments, or NYC Performance Assessments.
Target Population	Refers to the students included in the measure. Target population can include students school-wide, in a particular grade level, or only those students a teacher teaches.
Growth Measurement	Refers to the method by which student growth is measured on a given assessment. For MOSL, options include goal-setting or growth models.

EXAMPLES OF MEASURES OF STUDENT LEARNING

Below, you will find examples of what MOSL may look like for different types of teachers. Please note that these are examples only – actual measure selections are dependent upon your school’s selections. All teachers should understand which measures apply to their evaluation. If there is any uncertainty, teachers are encouraged to speak to their principal for clarification.

Example: Ms. Martinez is a 4th-grade Teacher (Common Branch). Her MOSL may include:

Measures	Assessment	Target Population	Growth Measurement
State Measures	4 th Grade Math and ELA State Tests	Individual	Growth Model (SED)
Local Measures	4 th Grade ELA Performance Assessment	Individual	Goal-Setting

For State Measures, Ms. Martinez will be measured by the State test results of her own 4th-grade class. Specifically, her measure depends on how her students’ growth compares to the growth of other, similar 4th-graders across New York State.

For Local Measures, she will be measured against targets (goals) that she set and her principal approved for her students’ performance on the 4th Grade ELA Performance Assessment.

Example: Mr. Logan is a high school global history teacher. His MOSL may include:

Measures	Assessment	Target Population	Growth Measurement
State Measures	Global History Regents	Individual	Goal-Setting
Local Measures	Global History Regents	School	Growth Model

For State Measures, Mr. Logan will be measured by students' growth on the Global History Regents across his Global History sections. Specifically, his measure depends on his students' performance against goals (targets) he set and his principal approved.

For Local Measures, he will be measured by students' growth on the Global History Regents across the school. Specifically, his measure depends on all students' growth on the assessment compared to the growth of other, similar students in New York City.

MEASURES FOR TEACHERS OF MULTIPLE COURSES

For teachers who teach multiple courses, not all courses will necessarily be included in a teacher's State Measures.

- If you teach 4-8 ELA and / or math, which result in a State growth score, all sections of these courses will be included in your State Measures.
- If you do not teach 4-8 ELA and / or math, or these courses cover fewer than 50% of your students, courses with the highest enrollment will then be included until at least 50% of your students are included.

There is some flexibility allowed for State and Local Measures. Principals and teachers should see the *Advance* Frequently Asked Questions link in the Resources box of this section (pg. 19) for more information on the "50% Rule."

Resources:

The following resources have been created to support schools with MOSL selection and can be found on the *Advance* [Measures of Student Learning](#) Intranet page:

- [MOSL Guides](#) – information on MOSL selection process, completed before September 9, 2013
- [Assessment List](#)
- [Advance Frequently Asked Questions](#)

MOSL Assessments

<p>Key Requirements</p> <p>Some teachers' MOSL may require baseline administration in the fall, in addition to assessment administration in the spring.</p>	<p>Critical Action Steps</p> <p>Teachers:</p> <ul style="list-style-type: none"> • Administer and score baseline assessments, where necessary (by November 8, 2013). • Administer and score end-of-year assessments.¹⁰ • Verify student linkage data.¹¹ <p>Principals:</p> <ul style="list-style-type: none"> • Order, download, and print all selected assessments. • Determine beginning and end-of-year assessment scoring protocol for any teacher-scored assessments. • Ensure assessment scores are submitted, where applicable (baselines by November 8, 2013). • Verify student linkage data.
--	---

ASSESSMENT TYPES

Three types of assessments are used for MOSL:

Assessment Type	Description	Example
State Assessments	Measure the performance of students based on State-created assessments	3-8 Math and ELA State Assessments
3rd Party Assessments	Format varies (multiple choice, performance-based, etc.); created by assessment experts	Performance Series (Scantron)
Performance Assessments	Authentic tasks (e.g., evidence-based essays) scored against a common rubric; created by DOE, NYC teachers, and curriculum and assessment experts for use in <i>Advance</i> .	NYC Performance Assessments (new!) (NYC Performance Assessment Resources : General Guidance on the Advance Intranet page)

Following State guidelines, the DOE creates a list of assessment options each year. The assessment list is approved by New York State Education Department annually. Where there is

¹⁰ By law, teachers are not permitted to score their own end-of-year assessments.

¹¹ Additional information on the verification process will be released in the winter of 2013-14.

school choice, the assessment is chosen during the measure selection process by the school. For the 2013-14 school year, the deadline for these decisions was September 9.

ASSESSMENT ADMINISTRATION

Students begin the year at varying levels of proficiency. That is why all Measures of Student Learning are based on student *progress* over the course of the year, not student performance on a single assessment. To make this possible, we rely on baseline data that provides a snapshot of students' prior performance and serves as a point of comparison at the end of the year to measure academic growth.

In some instances, this baseline is historical student performance, while in other cases, the baseline is an assessment given in the fall. Some teachers will administer, and potentially score, a baseline assessment in the fall of the 2013-14 school year, which will help calculate their students' growth for MOSL. The results of this baseline assessment will also provide teachers with valuable information on how their students are performing on critical skills, which can help them make important adjustments to their instruction at the beginning of the year.

At the end of the year, teachers will administer assessments¹² in order to measure their students' progress after a year's worth of instruction. Then, by applying the growth measurement (either goal-setting or growth model) each teacher's MOSL score will be calculated and converted into a HEDI rating. It is important to note that because of a State requirement, teachers cannot score their own students' end-of-year assessments, although they could for the baseline assessment. More guidance about how a school might organize scoring at the end of the year will be available in the early spring.

If teachers are unsure whether or not they need to administer a baseline or end-of-year assessment, they should speak with their principal.

Resources:

Visit the "Assessments Resources" section of the *Advance* [Measures of Student Learning](#) Intranet page for additional resources.

The resource, *Advance* Frequently Asked Questions on the [Advance](#) Intranet page also provides additional information.

¹² While teachers will score end-of-year assessments, they will not be responsible for scoring their own students end-of-year assessments.

Growth Measurements for MOSL

<p>Key Requirements</p> <p>Goal-Setting: Where goal-setting was chosen as the growth measurement, teachers and principals will set performance goals, or targets, for students based on DOE-suggested targets and the principal will approve recommended targets.</p> <p>Growth Model: Where growth model was chosen as the growth measurement, schools must submit baseline assessment scores, where applicable, and end-of-year assessment scores so that the DOE may calculate a growth model score.</p> <p><i>Please refer to the prior section for key requirements and critical action steps for assessment administration. These are relevant to ensuring that either growth measurement can be applied correctly.</i></p>	<p>Critical Action Steps</p> <p>Goal-setting</p> <p>Teachers:</p> <ul style="list-style-type: none"> Review DOE-suggested targets for individual students (released November 1, 2013) Work with principal to adjust targets if necessary and finalize (by November 15, 2013) <p>Principals:</p> <ul style="list-style-type: none"> Review DOE-suggested targets for school and grade populations (emailed on September 25, 2013) Work with superintendent to adjust school and grade targets if necessary and finalize (by October 15, 2013; for final approval by November 15, 2013) Work with teachers to finalize individual goal setting targets; principal approves (by November 15, 2013) Use Advance Web Application to input individual target population goals (optional) <p>Growth Models</p> <p>Teachers:</p> <ul style="list-style-type: none"> Verify teacher-student relationships
--	--

GROWTH MEASUREMENT TYPES

The growth measurement is the method by which student growth is measured on a given assessment. For MOSL, options include goal-setting or growth models.

	<p>Growth Models: DOE or New York State Education Department calculates student targets, results, and teachers' scores. Results are shared after assessments have been administered so student growth can be compared to similar students' performance on assessments.</p>
	<p>Goal-Setting: DOE provides suggested targets for how students will perform on assessments that principals and teachers can adjust based on their knowledge of students. Principals or superintendents approve final goals.</p>

Where there is school choice, the growth measurement was finalized prior to September 9, 2013, during the measure selection process by the principal and Local Measures Committee for the 2013-14 school year.

GOAL-SETTING

For Individual Teacher Target Population

If goal-setting was chosen as a teacher's growth measurement at the individual target population, teachers will look at DOE-suggested student performance targets on end-of-year assessments and may adjust these based on additional knowledge of their classroom. Principals and teachers will then adjust target ranges as needed, and the principal will then approve the student targets. Schools may opt to set goals at the individual student level, performance subgroup level, or whole class level. If teachers are unsure whether or not they need to set goals for MOSL they should consult their principal.

For Grade or School Target Populations

If goal-setting was chosen as a teacher's growth measurement for the grade or school target population, the principal will look at DOE-suggested student performance targets on end-of-year assessments and may adjust these based on any additional knowledge of their students. Superintendents will review and approve principal goals. Principals may opt to set goals for their schools at the whole group or performance subgroup level.

All goals (for all target populations) must be finalized no later than November 15.

GROWTH MODEL

Where the growth model was selected as the growth measurement, schools will need to indicate which measures they have selected for individual teachers and will need to verify class list information (including teachers, courses, students, and start/end dates). Class list verification will happen in STARS for the 2013-14 school year and begin in the winter.

Depending on the assessment for your MOSL, either a State or citywide growth model will apply.

The State Growth Model:

- Is used for grades 4-8 ELA and Math.
- Compares the progress that students make in a year to a group of similar students statewide.
- Adjusts for 13 student characteristics including a student's academic history, disability status, English Language Learner status, and income level.

The Citywide Growth Model:

- All assessments other than grades 4-8 ELA and Math.
- Compares the progress that students make in a year to a group of similar students citywide.

- Like the State Growth Model, the Citywide Growth Model will adjust for multiple factors including academic history, English Language Learner status, disability status, and income level.

Resources:

The following resources have been created to support schools in the goal-setting process and can be found on the *Advance* [Measures of Student Learning](#) Intranet page:

- School- and Grade-Level Goal-setting Webinar
- Individual-Level Goal-setting Webinar
- Critical Action Steps for Implementing Advance (for schools that chose goal-setting)

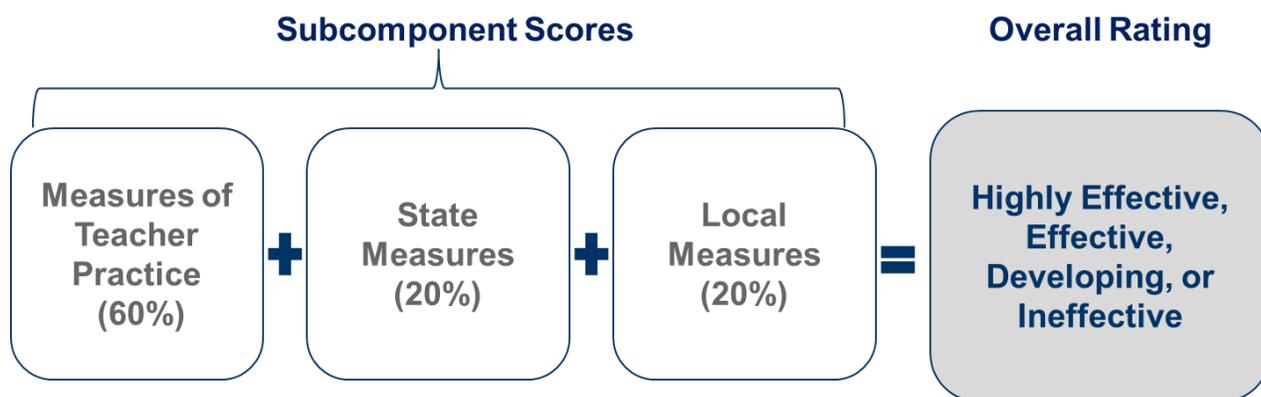
The resource, *Advance* Frequently Asked Questions, on the [Advance](#) Intranet page also provides additional information.

End-of-Year Requirements

Key Requirements	Implementation Steps
<p>The Measures of Teacher Practice, the State Measure, and Local Measure will each have a point value.</p> <p>Taken together, these multiple measures lead to an overall evaluation rating for each teacher.</p> <p>Summative End of Year Conferences must take place by the last Friday school is in session (Friday, June 20 in 2014).</p> <p>At the Summative End of Year Conference, evaluator and teacher reflect on practice throughout the year and discuss evidence of performance and learning, as well as ways to improve teaching practice.</p>	<p>Evaluators</p> <ul style="list-style-type: none"> • Gather and rate evidence of teacher practice for all 22 components on the Danielson 2013 <i>Framework for Teaching</i> over the course of the year. • If there is no evidence for one or more components between April 11 and the Summative End of Year Conference, request additional artifacts from teacher. • Hold Summative End of Year Conference with teacher between Friday, April 25 and Friday, June 20, 2014. • Communicate MOTP ratings by the end of June 2014 and MOSL ratings by September 1, 2014.

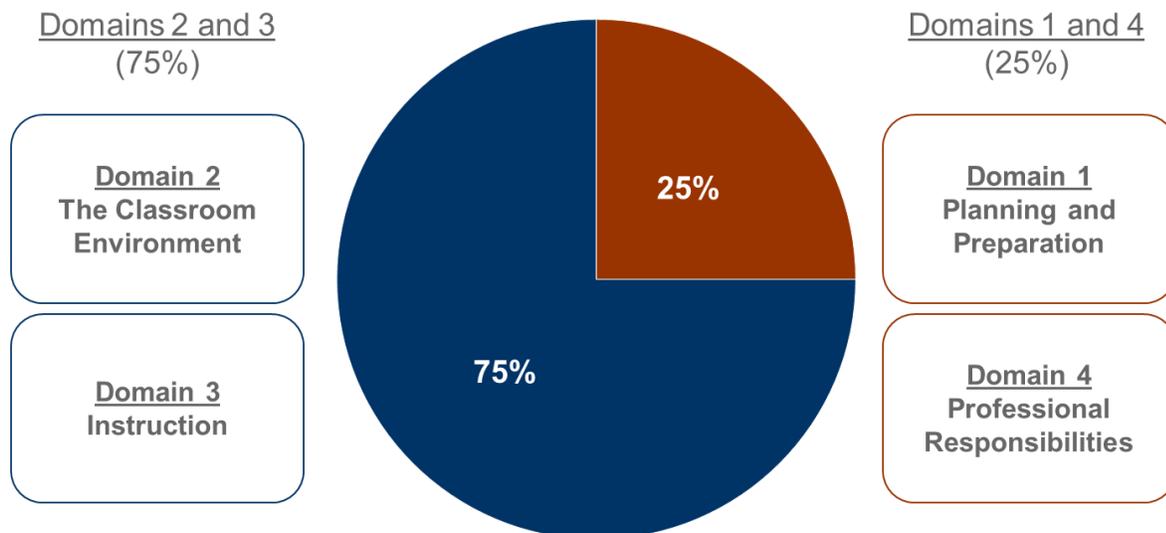
END-OF-YEAR RATINGS CALCULATION¹³

The Measures of Teacher Practice and Measures of Student Learning come together in one, overall rating, on the HEDI scale – “Highly Effective,” “Effective,” “Developing,” or “Ineffective.”



For Measures of Teacher Practice, each domain has a weight in this calculation, based on evidence collected from observations, and outside evidence and artifacts; greater emphasis is placed on those components that focus on classroom instruction, as the following graphic shows:

¹³ Further information and guidance on end-of-year ratings calculations will be provided in an addendum to this Guide.



For Measures of Student Learning, the specific scoring process depends on the assessment and growth measurement used. The [Measures of Student Learning](#) section of this Guide provides more information.

RATINGS: WHAT TO EXPECT

New York Education Law 3012-c states that if a teacher receives an “Ineffective” rating for both their State Measure and their Local Measure, his or her evaluation rating is “Ineffective” overall. Based on research, it is a rare occurrence that a teacher will receive an “Effective” or “Highly Effective” rating for Measures of Teacher Practice, but “Ineffective” on both Measures of Student Learning ratings.

The Measures of Teacher Practice rating (60%) will be communicated to each teacher by the end of June 2014. Measures of Student Learning (40%) will be communicated by September 1, 2014.

SUMMATIVE END OF YEAR CONFERENCES

At the Summative End of Year Conference, evaluator and teacher reflect on practice throughout the year and discuss evidence of performance and learning, as well as ways to improve teaching practice. Summative End of Year Conferences must take place by the last Friday school is in session (Friday, June 20 in 2014).

During this conference, the evaluator will also bring all of the submitted artifacts and the evaluator and teacher review the ratings and feedback shared, as well as other Domains 1 and 4 outside evidence shared with the teacher throughout the year. Within 10 days of the Summative End of Year Conference, the evaluator produces a final Evaluator Form 1 (indicating the option “End-of-Year Artifact Rating”) with ratings for Domains 1 and 4 components. These ratings are averaged to produce an overall artifact score which is worth 5% of the available MOTP points. Note that not all Domains 1 and 4 components need to be scored through artifacts as long as by the end of the year all of the components are scored through either artifacts, outside evidence and/or observations.

Other Requirements of *Advance*

Advance also includes a number of elements to ensure that this new system is fair, transparent, and focused on both evaluation and development. None of the other elements listed below require action during the 2013-14 school year by teachers or evaluators; the DOE will provide additional information at a later time to further clarify these elements.

- **Teacher Improvement Plans:** Any teacher who receives an overall *Advance* rating of Developing or Ineffective will receive a Teacher Improvement Plan early in the following school year. The plan will identify specific improvement areas as well as a timeline and plan for assessing improvement.
- **Independent Validators:** Beginning in the 2014-15 school year, all teachers who receive an “Ineffective” rating will be observed by an Independent Validator in the subsequent school year.

The Validator conducts three informal full-period observations of the teacher in person or via video (Validator choice). To ensure objectivity, the Validator does not have contact with the teacher or evaluator and provides their assessment of the teacher’s practice at the end of the rating period.

- **Right of Appeal:** All teachers rated “Ineffective” may appeal their rating. More information is forthcoming.
- **Impact of Ineffective Ratings:** Teachers rated “Ineffective” for two consecutive years whose “Ineffective” rating in year two is independently validated by an Independent Validator shall be subject to an expedited 3020-a hearing. At the hearing, teachers will face a rebuttable presumption of incompetence which the teacher shall have the burden to disprove. Failure to disprove the presumption shall lead to the teacher’s discontinuation, absent extraordinary circumstances.

DATA MANAGEMENT

As referenced throughout this Guide, principals or their designee are required to input certain *Advance*-related information into the [Advance Web Application](#). For more detailed guidance on the *Advance* data management systems, visit the *Advance* [Data Systems Support](#) Intranet page.

EVALUATOR CERTIFICATION

All principals are required to be certified by the DOE as lead evaluators. To be certified, all DOE principals must participate in and complete several training requirements:

- Participated in seven hours of job-embedded support
- Viewed one webinar [outlining the components of *Advance*](#) and one [outlining the components of Measures of Student Learning \(MOSL\)](#)
- Attended Summer School Team Training
- Completed a professional development activity online using a video-based review of teaching practice, known as the Teachscape *Framework for Teaching Proficiency System* (Fall/Winter 2013)
- Confirmed completion of all lead evaluator certification requirements (Winter 2014)

Other administrators (e.g., assistant principals) can be secondary evaluators. Both lead and secondary evaluators are able to:

- Hold Initial Planning and Summative End of Year Conferences
- Conduct informal and formal classroom observations
- Collect, review, and evaluate teacher-submitted artifacts
- Give feedback and ratings based on evidence
- Review and approve teachers' goals for Measures of Student Learning (as applicable)
- Enter observation and artifact ratings and rationale on the appropriate State-approved forms

In-person and online supports continue for all evaluators throughout the year.

Professional Development and Resources to Support Implementation

Educators will receive substantial support for *Advance* implementation and professional development including three hours a month of school-based support for teachers.

For questions about *Advance* that are not addressed in this Guide or on the [Advance](#) Intranet page, teachers should reach out to their principals and principals should reach out to their network points. The *Advance* Help Desk at AdvanceSupport@schools.nyc.gov is also available as a resource.

IN-PERSON SUPPORT

Network Staff

Throughout the year, schools will be supported by achievement coaches and other network staff. They will play a prominent role in implementation and professional development by supporting school-based PD and providing resources to ensure schools effectively implement *Advance*.

Talent Coaches

Talent coaches provide support, tools, and resources to evaluators in implementing *Advance*. Talent coaches are instructional leaders who have served as teachers and hold supervisory licenses.

Each school's talent coach will:

- Support networks and evaluators to offer job-embedded support for all aspects of *Advance* implementation, differentiated based on school needs.
- Co-observe classrooms with evaluators to support rating accuracy and meaningful feedback practices.
- Check-in with evaluators and gather feedback to inform system-wide implementation.

MOSL Specialists

MOSL specialists will build the capacity of networks to effectively implement *Advance*. The role of MOSL specialists is primarily to work through network staff to build the capacity of school leaders to implement MOSL. School staff may receive professional development from specialists on MOSL selections, goal-setting, baseline, and end-of-year assessment administration among other topics.

Centrally-provided Professional Development on the Teacher Practice Rubric and Core Components of *Advance*

Centrally-provided professional development for teachers, school leaders, network staff, and district superintendents will supplement the job-embedded support described above, with a focus on collaborative engagement around *Advance* and its role in conducting fair and accurate assessments of teacher practice.

ONLINE SUPPORT AND RESOURCES

Advance Intranet page

The [Advance](#) Intranet page is updated frequently and is the main repository for the most commonly referenced materials to support *Advance* implementation (DOE log in is required).

Learning Opportunities on ARIS Learn

The [Learning Opportunities tab](#) within [ARIS Learn](#) provides high-quality professional development resources for all NYC educators (DOE log in is required).

Educators can use ARIS Learn to explore the Danielson *Framework* components, take self-assessments, create learning plans, and utilize online modules called “Learning Opportunities” (individually or in groups) to meet educator development needs.

Advance page on the DOE website

Visit the [Advance section](#) of the DOE public website devoted to teacher effectiveness practices and the development of *Advance*, updated on an ongoing basis.

Advance Web Application

The [Advance Web Application](#) is the data management system for *Advance*. Evaluators can use this system to enter evaluation option selections, observation ratings, and MOSL selections.

Ongoing Communication and Opportunities for Feedback

Feedback on *Advance* from teachers and schools is important to us. Opportunities for teachers to share their experiences will be announced in the [Teach NYC newsletter](#).

Frequently Asked Questions

Please visit the [Advance](#) Intranet page to access the full list of Frequently Asked Questions in the resource, [Advance Frequently Asked Questions](#). This resource will be updated as additional information and guidance becomes available.

ELIGIBILITY

1. The law requires that all classroom teachers be evaluated. Who is classified as a “classroom teacher”?

Education Law 3012-c requires that classroom teachers who have been assigned primary responsibility for a student’s learning in a subject/course with aligned performance measures be evaluated according to the new system. DOE is preparing guidance on how this rule applies to New York City teachers.

2. Which teachers will be evaluated using the new *Advance* evaluation system?

All school staff serving as K-12 classroom teachers will be evaluated using the *Advance* evaluation system. The charts below show specific categories of teachers that are and are not eligible. This list is not comprehensive; it addresses some of the most frequently asked questions about categories of teachers. Teachers not evaluated using *Advance* will be evaluated using the current Satisfactory/Unsatisfactory (S/U) system.

Eligible Roles (will be evaluated using <i>Advance</i> system)	Not Eligible Roles (will be evaluated using S/U system)
Career and technical teachers	Pre-kindergarten teachers
Special education teachers, ESL teachers, SETSS teachers, AIS teachers, and resource room teachers	Adult, community, and continuing education teachers (including GED teachers)
Transfer school and D79 non-GED teachers	Attendance teachers, counselors, secretaries, dental hygiene teachers, nurses, psychologists, social workers
Librarians	Teacher aides and teaching assistants
	Non-public school teachers and charter school teachers
	Teachers who teach less than 40% of a full-time position (including coaches/deans) ¹⁴
	YABC teachers
	Home and hospital teachers
	Suspension site teachers
	Speech teachers who perform only related services ¹⁵

¹⁴ A full-time teaching position usually corresponds to five teaching periods per day. In these schedules, teachers must teach at least two periods per day, on average, to be eligible under *Advance*.

¹⁵ We estimate that the large majority of speech teachers in NYC only provide related services at this time. Please contact your network if you believe you have a speech teacher who does not **only** provide related services.

KEY DATES & DEADLINES

3. What resources are available to help me understand the key dates and deadlines for implementing *Advance*?

The DOE has created a number of resources to help schools implement *Advance*. A particularly helpful resource is the Critical Action Steps for Implementing *Advance* (different versions for schools that chose goal-setting and one for schools that chose growth models) on the [Advance Measures of Student Learning](#) Intranet page.

MEASURES OF TEACHER PRACTICE

4. How is the observation process under *Advance* different from the former system?

Advance fully replaces the collectively bargained teacher evaluation process in place prior to the start of 2013-2014 for all eligible teachers. (Questions 1 and 2 in this FAQ document describe teacher roles that will still be evaluated under the old S/U system.) Under *Advance*, teachers receive annual ratings on a four-point scale (HEDI or Highly Effective, Effective, Developing, Ineffective) that is based on both Measures of Student Learning and Measures of Teacher Practice, as opposed to the former S/U system.

There are several key differences from the former system in the observation portion of the new evaluation and development system. Most importantly, observation ratings under *Advance* are evidence-based and developed with reference to a research-based rubric. Specifically, in *Advance*, evaluators observe and rate a teacher's practice based on the four domains and 22 components of the Danielson *Framework for Teaching*. Other key differences elaborated in other portions of this FAQ document include:

Differences in types of required meetings – Teachers and evaluators now participate in required Initial Planning Conferences and Summative End of Year Conferences as part of the process.

Differences in the number and types of required observations – Observation Option 1 requires at least one formal observation and three informal observations; Observation Option 2 requires at least six informal observations.

Differences in what is observed – Observers look at evidence of classroom teaching as well as teachers' professional practice outside classrooms in order to evaluate teachers and help them develop professionally.

Differences in feedback expectations – Feedback is expected to be more frequent and focuses on helping teachers to develop their practice. It can now take any form - verbal or written.

Differences in written documentation – The traditional narrative "observation report" has been replaced with two standard report forms, Evaluator Forms 1 and 2, in order to provide both ratings and notes for teachers.

5. What are the differences between the two observation options?

Advance fully replaces the evaluation process in place prior to the start of 2013-2014. Teachers may not choose from the observation options that existed under the previous evaluation process. *Advance* requires that, at the IPC, teachers choose from two distinct observation options. The two observation options differ in the number and type of classroom observations that the teacher receives over the course of the year.

For Option 1, teachers receive a minimum of four observations over the course of the year. These observations must include a minimum of one formal, announced, full-period observation, and three informal, unannounced, observations, at least 15 minutes in duration. There is no maximum number of observations a teacher may receive.

For Option 2, teachers receive at least six informal, unannounced, observations that each last at least 15 minutes in duration. There is no maximum number of informal observations a teacher may receive.

6. What are the protocols for formal and informal observations?

Formal observations are announced, full-period observations. The evaluator and teacher must meet, in-person, for Pre-and Post-Observation Conferences. Teachers have an opportunity to submit to the evaluator up to two artifacts for review at each conference. Evaluators must include a written post-observation report in the teachers' file within 90 school days of the observation, excluding any days that the teacher is absent.

Informal observations are at least 15 minutes in duration and need not be announced. There is no maximum time for an informal observation. Informal observations do not require Pre- and Post-Observation Conferences. After each informal observation, evaluators must provide feedback to teachers via email, verbally, in writing, or by using any other form of communication. Evaluators must include the post-observation report in the teacher's file within 90 school days of the informal observation, excluding any days that the teacher is absent.

STATE AND LOCAL MEASURES OF STUDENT LEARNING

7. Other accountability measures: How do State and Local Measures relate to other DOE accountability measures?

The DOE has been and will continue to work with SED to align growth model methodologies used for both school and teacher accountability by SED and the DOE.

Currently there are no plans to incorporate new assessments used for State and Local Measures in school accountability measures such as Progress Reports, Quality Review, and School Report Cards.

8. Growth models: How will SED and DOE growth models be calculated?

Growth models are calculated by both the SED and the DOE. Teachers' scores are based on how much their students grow compared to similar students. Similar students are defined by demographic characteristics and academic history. Growth model results are calculated at the end of the year, after post-test assessments have been administered.

Growth models (SED): SED uses a growth percentile methodology, similar to the NYC Progress Reports for elementary and middle schools. SED uses four student characteristics to define similar students: academic history, economic disadvantage, students with disabilities status, and English language learner status. Last year the distribution of NYC teachers' scores on the SED growth model were: 8% Highly Effective, 76% Effective, 10% Developing, and 6% Ineffective. SED has indicated that the distribution of this year's growth model scores will be similar to last year. The SED website, [Engage NY](#), has additional information about the [SED growth model](#).

Growth models (DOE): Like SED's growth model, DOE growth models will define similar students using multiple student characteristics, including:

- Academic history
- Economic disadvantage
- Students with disabilities status
- English language learner status.

The DOE expects that the distribution of teachers' scores will be similar to SED's growth model. Decisions about growth model methodologies will be informed by stakeholder input, the DOE's guiding principles for *Advance*, and statistical analyses of different growth model calculations. More information about growth models will be shared later in the 2013-14 school year.

9. Committee and principal decision-making: Can a new principal change committee members or schools' Local and State Measures selections? What is the role of the Local Measures Committee after the start of the school year?

Any principal assigned after September 9, 2013 must implement the selections of his/her predecessor for that school year (Local and State Measures are selected annually). A new principal assigned to a school *prior to September 9* can select different individuals for the four members of the committee appointed by the principal and can also make different selections for State and Local Measures than his/her predecessor. Interim acting principals or principals assigned have the same decision-making authority with regard to Local and State Measures as other principals.

There are no required roles or responsibilities of the Local Measures Committee after September 9, 2013.

10. Missed deadlines: What happens if a school misses a deadline (e.g., the September 9 deadline to make its State and Local Measures selections)?

Principals who missed the September 9, 2013 deadline must use the Local Measures Default. Schools should plan ahead to make sure that no critical deadlines are missed. If a school experienced extraordinary circumstances that may have caused it to be unable to meet the deadline, the principal should contact his/her network for support.

TEACHERS' OVERALL RATINGS

11. What recourse does a teacher have if he/she doesn't agree with his/her rating?

Teachers rated "Ineffective" who were not rated "Ineffective" the prior school year may appeal their rating. The UFT may appeal, by November 1 of each year, up to 13% of these "Ineffective" ratings claiming the rating was issued due to harassment or reasons not related to job performance. These appeals will be heard by a three-person panel and the decision will be binding.

The remaining teachers rated "Ineffective" may file an appeal to the Chancellor. Chancellor appeals must be initiated within 10 school days of November 1 in the year following the teacher's "Ineffective" rating. These rating appeals will continue to be administered and heard by the Office of Appeals and Reviews.

12. What are the consequences for a teacher who is rated "Ineffective" two consecutive years?

Teachers rated “Ineffective” two consecutive years and where the Independent Validator concurs with respect to the second “Ineffective” rating shall 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 shall lead to the teacher’s termination, absent extraordinary circumstances.

13. What happens if teachers are unsatisfactorily rated this year? Will the “Unsatisfactory” rating carry over into the new system? If a teacher gets a U this year, can that evidence be used during a 3020-a process?

An "Unsatisfactory" rating in the 2012-13 school year will not qualify as an "Ineffective" rating under the new system for the purpose of bringing a dismissal proceeding pursuant to Education Law 3020-a. However, the DOE may still bring such a proceeding against a teacher and use all relevant evidence and documentation from any evaluation period. Principals with questions about specific U-rated staff should continue to reach out their liaisons from legal and their networks for guidance.

DATA SYSTEMS THAT SUPPORT MY WORK

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

The [Advance Web Application](#) is a tool to support implementation of *Advance*. The chart below provides a list of which features of the Application are optional, but strongly recommended, and which are required. Information about Tripod Student Survey and Class List Reporting (teacher-student linkage verification) will be added in late fall and winter 2013.

Advance Web Application Features	Required or Optional?	When Available
Measures of Teaching Practice		
Observation and artifacts: Ratings on each Danielson rubric component for generating Evaluator Forms 1 and 2	Optional: Strongly Recommended	Now
Final 0-60 Measures of Teaching Practice Score	Required (for schools that do not enter observation and artifact ratings)	Spring
Measures of Student Learning		
Schools’ State and Local Measures Selections	Optional: Strongly Recommended	Now
Individual Teachers’ State and Local Measures	Required (for schools using growth models)	Winter
Individual Target Population Goal-Setting: Principal Approved Student Targets	Optional	Winter
Individual Target Population Goal-Setting: Final 0-20 Measures of Student Learning Scores	Required (for schools that do not enter principal approved student targets)	Spring

Measures of Teaching Practice

Advance requires that:

- Evaluators use Evaluator Forms 1 and 2. Signed copies of these forms must be placed in teachers' files. Evaluators can generate these forms online or download blank forms and complete them in writing.
- Every teacher receives a 0-60 rating. This rating must be calculated from Evaluator Forms 1 and 2 using formulas determined by law.
 - The [Advance Web Application](#) performs these calculations automatically. The 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 22 components annually.
 - **Principals who choose to not enter observation and artifact component rating data in the system** will need to manually perform these calculations. The DOE will provide an Excel tool that shows how to do these calculations. These schools will be required to enter final 0-60 ratings for each teacher into the Application (based on these calculations). **Note:** Schools can choose to enter observation and artifact ratings in the Application but record evidence for ratings in a separate document; it is recommended that schools enter in the "additional comments" section of the online forms that evidence was shared using a separate document.

Measures of Student Learning

Advance requires that:

- Every teacher receives a 0-20 Local Measures and a 0-20 State Measures rating. These ratings must be calculated using formulas determined by law.
 - Schools that select MOSLs with growth models must record in the Application the specific State and Local Measures that will be used to evaluate each teacher. This is necessary for the DOE to calculate teachers' scores.
 - For schools who select MOSLs with individual teacher target population goal-setting: The Application performs these calculations automatically. Principals who choose to not enter individual students' targets in the system will need to manually perform these calculations. These schools will be required to enter final 0-20 ratings for each teacher.

Note: The Application also allows principals to record their school's State and Local Measures selections. Principals who choose to not enter their selections in the system must keep a copy of their selections on file signed by the principal and the chapter leader. These schools may also experience difficulties using DOE tools designed to support MOSL implementation. For example, the teacher-level MOSL selection tool uses data entered into the Application to help schools match individual teachers' course assignments with school MOSL selections.

RESOURCES

15. Where can I find information about how to use the *Advance* Web Application to enter *Advance*-related data?

Two resources, the *Advance* Web Application Support Guide and Webinar, are available on the [Advance Data Systems Support](#) Intranet page to help schools use the [Advance Web Application](#) to enter schools' Measures of Student Learning, manage user roles and access, review teacher eligibility, and enter teachers' Measures of Teacher Practice selections and ratings.

16. Where can I find information about how to enter students' NYC Performance Assessment scores into ATS and STARS?

Two handbooks are available on the *Advance* [Data Systems Support](#) Intranet page to help schools understand a) how to enter students' NYC Performance Assessment – Running Records (F&P and DRA2) scores into STARS and b) how to enter all other NYC Performance Assessment scores into ATS. Schools should note that the NYC Performance Assessment – Running Records (TCWRP) is entered into the AssessmentPro system. A [guide](#) for the AssessmentPro system is available on the DOE Intranet.

Additional resources are available to help schools administer NYC Performance Assessments are available under the “NYC Performance Assessment Resources: General Guidance” heading on the *Advance* [Measures of Student Learning](#) Intranet page.

17. Where can I find more resources to implement *Advance*?

The DOE offers a variety of resources to support teachers and schools as they implement *Advance*.

Support from networks and talent coaches: Networks will directly support their schools as they implement *Advance*, in collaboration with talent coaches and Measures of Student Learning (MOSL) specialists providing job-embedded professional development and resources throughout the school year.

Online professional development resources are available in [ARIS Learn](#). Some recommended learning opportunities (LO) include:

- [Advance Implementation Resources](#). These materials were presented at summer 2013 School Team Training and include resources related to both Measures of Teacher Practice and Measures of Student Learning. (LO 702)
- [Introducing your Staff to Danielson Components](#). These materials provide teachers and school leaders an opportunity to build their familiarity with using the *Framework for Teaching* to discuss teaching practice. (LO 467)
- [Introduction to Danielson Framework for Teaching](#): Summer 2013. These materials introduce the Danielson *Framework for Teaching* and build knowledge of and comfort with using the *Framework* to describe and discuss teaching practice. (LO 703)
- [Promising Practices Guides to Support the Implementation of Advance](#). These case studies and reflection questions can be used to support conversations between school leaders and teachers as they determine how to implement *Advance* at their schools.

Topics include: creating a positive culture around observation and feedback, planning for implementation and using inter-visitation to support professional growth. (LO 705)

The [Advance](#) Intranet page, located on the DOE Intranet, houses tools and resources for the Measures of Teacher Practice and Measures of Student Learning components of *Advance*, as well as information for navigating the [Advance Web Application](#). A list of regularly updated [Advance Frequently Asked Questions](#) can be found on this page as well.

Glossary of Common *Advance* Terms and Acronyms

3rd Party Assessments: Assessments developed by vendors. Many have previously been used in schools across NYC. Some of these assessments are closer to performance tasks than standardized, multiple choice-only assessments.

ARIS Learn: Webpage where DOE teachers and school leaders can explore the Danielson *Framework* and find aligned professional development resources, including video, interactive modules, tools, articles and podcasts. DOE educators can access ARIS Learn by logging into ARIS (using your DOE ID and password) and clicking on the “Learn” tab at the top of the page.

Baseline: An assessment of student performance paired with a Measure of Student Learning to show growth over time. In some instances, this baseline is historical student performance data, while in other cases it includes performance on an assessment given this fall.

Evaluator: Any district superintendent, assistant superintendent, principal, or assistant principal (or other trained administrator) of the observed teachers’ school who has received the requisite training to properly observe and evaluate teachers in accordance with Education Law 3012-c and outlined in the Commissioner’s plan.

Evidence: The notes of any evaluator taken during any formal or informal classroom observation or formative observation. Notes are the sole property of the evaluator and do not constitute a record, formal or informal, of the teacher observation process and therefore will not be included within a teacher’s file.

Formal Observation: An observation conducted following the Pre-Observation Conference at a mutually agreed upon date and time of a teacher.

Goal-setting: Measurement method that examines students’ progress in relation to targets set for students at the beginning of the year. Suggested targets are provided by the DOE and can be adjusted by a teacher and principal; all targets must be approved by the principal (or superintendent for grade/school target populations).

Growth models: Measurement method where students’ growth is compared to similar students. The DOE or SED will provide student targets, results, and teachers’ scores to teachers and principals after assessments have been administered.

HEDI Rating: The numerical value a teacher receives based on the evaluator(s) scoring of the components within each of the four (4) Danielson Domains. The 1-4 HEDI score represents the numerical value associated with the four (4) performance rating categories (Highly Effective, Effective, Developing, and Ineffective) established by the Commissioner.

Independent Validator: A third-party evaluator who observes and rates a teacher that has been rated “Ineffective” the previous year. To ensure objectivity, the Validator does not have contact with the teacher or evaluator as part of the evaluation process, and provides their independent assessment of the teacher’s practice at the end of the rating period.

Informal Observation: An informal classroom observation an evaluator performs lasting a minimum of 15 minutes and without prior notification to the teacher.

Lead Evaluator: Any authorized district superintendent, assistant superintendent, principal, or assistant principal (or other trained administrator) of the observed teachers' school who has received the requisite training to properly observe, evaluate, and/or score the teacher's Final Composite APPR Rating in accordance with Education Law 3012-c and as outlined in the Commissioner's plan.

Local Measures: The category of Measures of Student Learning that includes options recommended by the school committee and approved by the principal (or default chosen). Options include State Assessments, 3rd Party Assessments, NYC Performance Assessments. If the committee cannot reach consensus, or the principal does not approve their recommendation, a default, school-wide measure will be used.

Learning Opportunities (LO): Presentations, interactive modules, and other resources on ARIS Learn to support school leaders and teachers in professional learning.

Measures of Student Learning (MOSL): One component of *Advance*. All teachers will receive MOSL ratings based on State Measures and Local Measures; these MOSL ratings will be 40 percent of a teacher's overall rating.

Measures of Teacher Practice (MOTP): One component of *Advance*. In 2013-14, all teachers will receive a rating on MOTP, based on classroom observation ratings developed using the Danielson *Framework for Teaching*, teacher-submitted artifacts, and other evidence. MOTP ratings will be weighted as 60 percent of a teacher's overall rating.

NYC Performance Assessments: Authentic tasks (e.g., evidence-based essay) developed by NYC teachers, DOE, and assessment experts and scored against common rubrics.

State Measures: The category of Measures of Student Learning that includes State Assessments or, where there are no State Assessments, the list of allowable assessments that can be used. Where there are choices in State Measures, the principal makes the choice.

Student Survey: The applicable Student Perception Survey administered to students for which the teacher has been designated as the teacher of record. The two (2) surveys administered will be the Tripod Elementary Student Perception Survey for teachers of grades 3-5 and the Tripod Secondary Student Perception Survey for teachers of grades 6-12. For the 2013-14 school year only, teachers of grades 3-12 will use the grade appropriate Tripod Student Perception Survey for formative purposes only. For the subsequent school years, the results of the surveys will be incorporated into the overall final Other Measures of Effectiveness 0-60 HEDI score using the methodology described in the Commissioner's plan.

Talent Coach: Talent coaches provide support, tools, and resources to school leaders in implementing *Advance*. Talent coaches are instructional leaders who have served as teachers and hold supervisory licenses.

Target Population: The students who may be included in the MOSL measure for a given assessment:

- Individual: Only those students that a teacher teaches
- Grade: Students in a given grade level
- School: All students within the school

Teacher Artifact: Any tangible evidence a teacher has gathered over the course of the current school year for which they are being evaluated illustrative of the teacher's best teaching practices and used as evidentiary support to warrant a 1-4 HEDI score within the identified components of Domains 1 and 4 of the Danielson 2013 *Framework for Teaching*.

2013-14 Advance Timeline



*Goal-Setting takes place if selected as a growth measurement option at the school. Final Advance Rating will be sent to teacher from Central by September 1, 2014.



NYC Department of Education
52 Chambers St, New York NY 10007
<http://schools.nyc.gov/Advance>