

Common Myths About *Advance*: NYC's Teacher Development and Evaluation System

Parent Leader Forum

October 24, 2015

Our Vision: Teach. Reflect. Advance.



Students learn to think for themselves when teachers continuously learn and develop their classroom practices. Advance engages teachers in reflecting on both student learning data and meaningful feedback from school leaders, so they can learn, grow, and thrive as professionals.

Myth 1:

Teachers are only rated on state test scores.

Facts:

- Our system employs **multiple measures** to determine a teacher's **overall rating**.
 - **60% Measures of Teacher Practice** (MOTP)
 - **40% Measures of Student Learning** (MOSL)
 - 20% State MOSL
 - 20% Local MOSL
- While state test scores are required in state-tested grades/subjects (for example, grades 4-8 ELA and math) on the State MOSL, **schools have the opportunity to choose what to include for these teachers' Local MOSL.**

Advance includes three measures of teacher performance.

MEASURES OF TEACHER PRACTICE (MOTP)

60%
Principal (or other trained evaluator, e.g. AP) Observations

MEASURES OF STUDENT LEARNING (MOSL)

20%
State Measures of Student Learning

20%
Local Measures of Student Learning

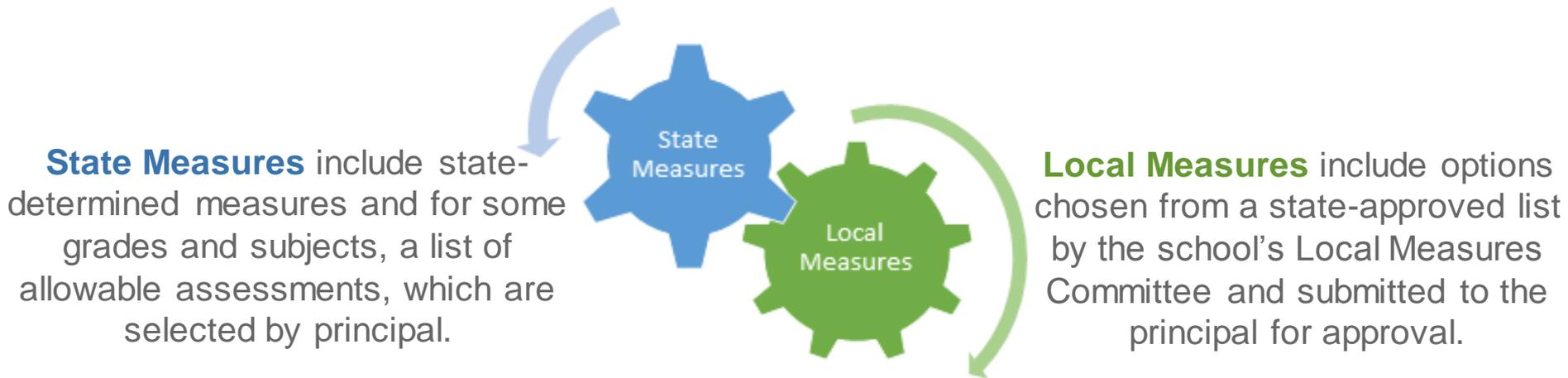


OVERALL RATING

HIGHLY EFFECTIVE
EFFECTIVE
DEVELOPING
INEFFECTIVE

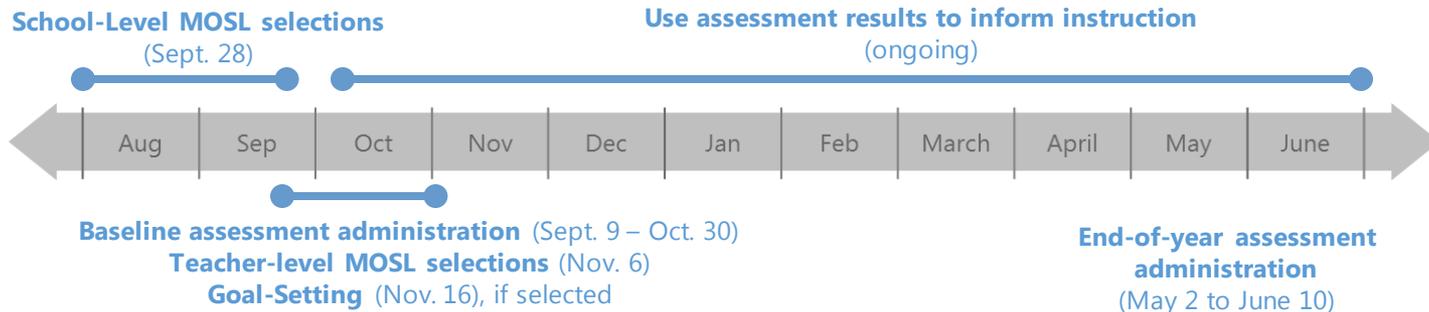
Measures of Student Learning (MOSL)

Understanding how students are performing is a crucial step toward recognizing outstanding teaching and encouraging meaningful improvements in teaching and learning. Teachers use students' performance to continuously measure student progress and to shape and adjust instruction accordingly over the course of the year.



State Measures include state-determined measures and for some grades and subjects, a list of allowable assessments, which are selected by principal.

Local Measures include options chosen from a state-approved list by the school's Local Measures Committee and submitted to the principal for approval.



Myth 2:

Teachers are not receiving enough support to develop.

Facts:

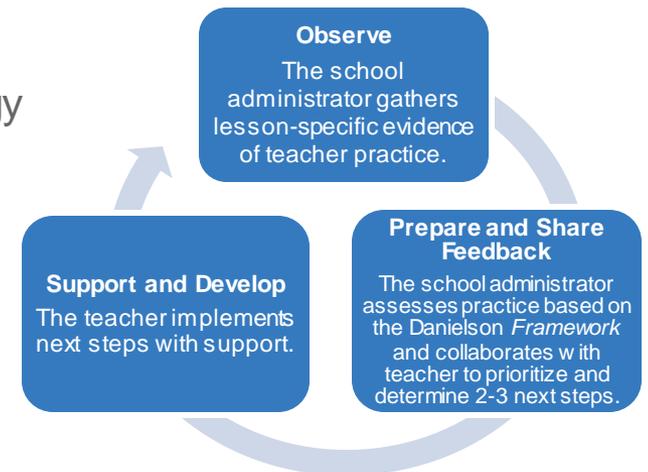
- **Teachers are being observed more** often than they were under the previous Satisfactory/Unsatisfactory system.
- In the 2014-15 school year, teachers across the district were observed by their school leaders **more than 250,000 times**.
- School leaders are required to **provide teachers with timely, actionable feedback** after every observation.
- Teachers who receive an *Advance* Overall Rating of Ineffective or Developing in the prior year **work with their principal to develop a Teacher Improvement Plan for the current school year**.

Measures of Teacher Practice (MOTP)

Advance uses a focused version of Charlotte Danielson's *Framework for Teaching* (2013), a research-based rubric of teacher practice, to assess teachers' professional skills, behavior, and knowledge.

The eight components rated are:

- 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



Myth 3:

Teachers of our most high-needs populations (e.g., students with disabilities and English language learners) are disadvantaged by our system.

Facts:

- Teachers are not evaluated solely based on a student's end-of-year achievement, but instead **on the growth of the student in a given year when compared to the performance of similar students citywide.**
- In calculating student growth, **historical and demographic characteristics** are factored in to determine a teacher's impact on any student over the course of the year.
- These features help ensure that every teacher has a chance to do well on these measures regardless of the composition of the teacher's class.

Questions?