

# *Advance* Guide for Educators

2017-2018



August 31, 2017

## Advance Guide for Educators

### Section One: Get to Know *Advance*

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## OVERVIEW OF *ADVANCE*

### Introduction to *Advance*

The New York City Department of Education (NYCDOE) is focused on ensuring that all students graduate ready for college, a career, and a future as a productive adult. A large part of meeting this goal requires us to prepare our students to think for themselves and pursue questions instead of merely answers. Great teaching is key to achieving these goals, and *Advance* is an integral part of how we recognize and strengthen teaching practice. As we enter school year 2017-18, we reaffirm our shared commitment to ensuring the work of *Advance* supports growth in teaching and learning in our schools.

### The Importance of Multiple Measures in *Advance*

Because teaching is a complex and multi-faceted skill, measuring teacher effectiveness and providing developmental opportunities to teachers is a complex and multi-faceted process. No single tool or method can fully measure a teacher’s performance. That’s why *Advance* uses *multiple* measures – **Measures of Teacher Practice (MOTP)** and **Measures of Student Learning (MOSL)** – to provide teachers with access to various sources of feedback and more support to develop as educators. Our belief is that a successful system of teacher development and evaluation is one that combines actionable feedback from evaluators at multiple points throughout the year and a clear understanding of what students learn over the course of a semester or year. This is done through Initial Planning Conferences at the beginning of the year; multiple classroom observations, followed by verbal and/or written feedback throughout the year; reviewing student work and student performance on beginning of year and end of year assessments ; and Summative End-of-year Conferences.

#### MOTP

- ✓ Establishes a **common language** and increases dialogue about effective instruction
- ✓ Provides opportunities for teachers to be **observed** and receive **formative feedback** at various points throughout the year

#### MOSL

- ✓ Provides **assessment data** that can be used to inform a teacher’s instruction and professional learning
- ✓ Provides information on student progress **over the course of a semester or an entire year**

### New York State Policy and Context

In 2010, New York State passed Education Law 3012-c (§3012-c), introducing significant changes to the Annual Professional Performance Review (APPR) for teachers and principals. This law laid the foundation for a more meaningful evaluation system that:

- Incorporates multiple measures of a teacher’s effectiveness;
- Uses a 4-point “HEDI” (Highly Effective, Effective, Developing, Ineffective) rating scale;
- Provides teachers with more specific feedback; and
- Supports school leaders to connect evaluation to professional development.

In the spring of 2015, New York State passed **Education Law 3012-d (§3012-d)**, which modifies how teachers are evaluated. While **§3012-d** continues to operate under the same guiding principles of §3012-c (see *bullets above*), the NYCDOE and United Federation of Teachers have negotiated changes to some aspects of *Advance*.



**Notable changes, including those mandated by state law, are:**

- ✓ Use of a **matrix** to calculate a teacher’s *Advance* Overall Rating;
- ✓ **Modified and expanded observation options** for teachers;
- ✓ **Updates to the Teacher Improvement Plan (TIP)**, including a maximum of three specific areas of improvements tailored to a particular component(s)/subcomponent,
- ✓ **Expanded MOSL assessment options**; and
- ✓ **Updates to the goal-setting measurement process**, including a minimum of six students, NYCDOE-provided goals, and partial and additional credit to be awarded to teachers.

In addition, in the spring of 2016, the New York State Board of Regents passed regulations that remove certain State assessments from teachers’ evaluations, which continue through the 2018-19 school year: **grades 3-8 English language arts (ELA) and math State assessments will not be used in teacher evaluations or employment decisions.**<sup>1</sup> During this time, schools will be asked to make MOSL selections using other available options that best fit the needs their students and their teachers.

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<sup>1</sup> Note – **All State assessments** (including 3-8 ELA and math assessments) must still be administered.

# A CLOSER LOOK AT MEASURES OF TEACHER PRACTICE (MOTP)

## Introduction to Measures of Teacher Practice

Through Measures of Teacher Practice (MOTP), educators engage in a collaborative cycle of observation, feedback, and reflection. By establishing a shared language about instruction, MOTP provides a framework for school communities to support teacher development. Teachers can use this framework to reflect on their practice and discuss their professional growth with their school leaders and other colleagues. School leaders can use this framework to better understand where teachers excel and where they need additional support through meaningful feedback that supports their growth.

MOTP comprises one category of each teacher’s annual *Advance* Overall Rating. As part of MOTP, teachers are observed multiple times over the course of the year by their school leader, and each observation is accompanied by feedback based on lesson-specific evidence.<sup>2</sup> Evaluators score observations, rating observable evidence related to eight (8) components of the Danielson *Framework for Teaching* (2013) for evaluative purposes. The remaining components of the *Framework for Teaching* may only be used for non-evaluative (i.e., developmental) purposes.

At the beginning of the year, school leaders and *Advance*-eligible teachers<sup>3</sup> engage in the **Initial Planning Conference (IPC)**, an in-person individual meeting to reflect on student data from the previous year and discuss areas of development for the year ahead.

Similar to the IPC, school leaders and teachers meet again at the end of the year for the **Summative End-of-Year Conference**. This is an opportunity to reflect on the teacher’s Observation Reports from the current school year and to review available student data, with the goal of informing ways to improve teaching practice.

## MOTP Timeline in 2017-18\*



*\*Note that all timelines must be adhered to absent extraordinary circumstances (e.g., certain types of leaves); teacher absences do not count against these timelines.*

<sup>2</sup> NYSED has created a hardship waiver such that teachers who are rated Highly Effective, Effective, and Developing in the prior year are exempt from the Independent Evaluator requirement, which the NYCDOE applied for and received.

<sup>3</sup> For information on eligibility criteria, please see the [2017-18 Advance Frequently Asked Questions](#).

## The Danielson *Framework for Teaching*

*Advance* uses a focused version of Charlotte Danielson’s (2013) *Framework for Teaching*, a research-based rubric of teacher practice, to assess teachers’ professional skills, behavior, and knowledge. The full [Danielson Framework for Teaching](#) is comprised of 22 Components spanning four Domains: (1) Planning and Preparation, (2) The Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. While the entire *Danielson Framework for Teaching* may be used for formative purposes, teachers will only receive ratings on the following **eight** prioritized components:

### Components:

- 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

*Components in Domains 2 & 3 are weighted more heavily (85%) than components in Domains 1 & 4 (15%)*

## Initial Planning Conference (IPC)

The IPC is a mandatory one-on-one meeting between the teacher and evaluator that is held at a mutually agreed upon time and occurs prior to any formal or informal classroom observations required by *Advance*.

### Key Requirements of the IPC:

- During the IPC, the evaluator and teacher meet face-to-face to discuss expectations for the year ahead.
- The teacher selects an observation option (see below).
- At the conclusion of the IPC, the teacher submits the completed [MOTP Observation Option Selection Form](#). The signed form must be kept in the personnel file of the teacher to serve as a record of the teacher’s observation option selection and whether or not the teacher consents to have observations videotaped (see below). The teacher should be given a copy of this form for his or her records.
- This meeting must have been held before the last Friday in October (**October 27 in 2017**).

During the IPC in school year 2017-18, each teacher chose between the below **observation options**:

### Option 1

- ✓ At least **1 formal** observation
- ✓ At least **3 informal** observations

### Option 2

- ✓ At least **6 informal** observations

### *\*Updated\** Option 3

*For teachers with an overall “Effective” or “Highly Effective” rating in the previous year:*

- ✓ At least **4 informal** observations
- ✓ **2 classroom visits** by colleagues (teacher may consent to more)

### *\*Updated\** Option 4

*For teachers with an overall “Highly Effective” rating in the previous year:*

- ✓ At least **3 informal** observations
- ✓ **3 classroom visits** by colleagues

- ✓ **Formal observations** last a full period and involve individual Pre- and Post-Observation Conferences. They *must* be scheduled by mutual agreement.
- ✓ **Informal observations** are 15 minutes or longer. They *may* all be unannounced but at least one *must* be unannounced.
- ✓ **Classroom visits** are non-evaluative opportunities for teachers to observe and learn from the teaching practice of colleagues.



### **Guidelines for Videotaping and Photographing**

- ✓ All observations will be conducted in person. However, a teacher may consent to have his or her observations videotaped. The teacher and evaluator may mutually consent to evaluators not being present when videotaping. Teachers will indicate whether they consent to be videotaped on their [MOTP Observation Option Selection Form](#).
- ✓ If a teacher chooses to have his or her observations videotaped s/he shall select among the following options:
  - The evaluator will choose which observations, if any, will be videotaped; or
  - The evaluator shall videotape the observations in the following manner:
    - For Observation Option 1, the formal observation shall be videotaped;
    - For Observation Option 2, two of the informal observations shall be videotaped (at the evaluator’s option);
    - For Observation Option 3, one of the informal observations shall be videotaped (at the evaluator’s option); or
    - For Observation Option 4, one of the informal observations shall be videotaped (at the evaluator’s option).
- ✓ Evaluators who take photographs during *Advance* observations, should, to the extent practicable, be unobtrusive (for example, photographs may be taken at the end of the observation).

## The Observation and Feedback Cycle

Evaluative observations of a teacher may begin as soon as the teacher has completed his or her IPC and must be completed by the first Friday in June (**June 1 in 2018**). No more than one evaluator and two school-based observers (i.e., the superintendent, or assistant superintendent, or trained administrator of the teacher’s school) may be present during a formal or informal observation.

### Before an observation...

- ✓ Teachers who select Observation Option 1 participate in an individual, face-to-face **Pre-Observation Conference** as part of each formal observation. This conference must be held within 20 school days preceding the scheduled

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

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#### During an observation...

- ✓ The evaluator gathers specific evidence of teacher’s practice, which the evaluator then aligns to the *Framework for Teaching* and records on the [Teacher Observation Report](#).
  - ✓ The specific components assessed during a given observation will depend upon what is observed in the classroom during the visit, but may include any or all of the eight (8) components of the *Framework for Teaching* evaluated as part of *Advance* and must include ratings for all components that have been observed.
  - ✓ Evidence related to components 1a, 1e, and/or 4e that is observed by the evaluator during the 15 school days immediately preceding a teacher’s observation may also be included on the [Teacher Observation Report](#) unless that evidence was used in a disciplinary letter to file.
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#### After an observation...

- ✓ Timely, feedback based on lesson-specific evidence that is tailored to the teacher’s areas of strength and areas for growth is a critical feature of *Advance*. This feedback is what establishes the link between evaluation and development. Feedback must be provided after every observation. **Evaluators are required to deliver feedback that is evidence-based and aligned to the eight (8) *Framework for Teaching* components within 15 school days of the observation.** The format of feedback is at the evaluator’s discretion (e.g., in-person professional conversation, email, or note).
- ✓ **A completed Teacher Observation Report must be provided to the teacher within 45 school days** following each observation. The Teacher Observation Report shall contain a score on any component that is observed during the observation. Evidence related to components 1a, 1e, and/or 4e that is observed by the evaluator during the observation or during the 15 school days immediately preceding the observation may also be included on the report. From the time an observation is conducted until the time the teacher receives the Teacher Observation Report for that observation, only one additional observation (formal or informal) may be conducted for that teacher.
- ✓ For teachers who select Observation Option 1, the **Post-Observation Conference** must be held at a mutually agreed upon time within **20 school days** after the formal observation occurs. The Post-Observation Conference provides the teacher and evaluator the opportunity to discuss the observation and engage in a meaningful conversation about the teacher’s practice and discuss next steps for development. The Observation should be completed and provided to the teacher after the Post-Observation Conference (Note: The completed Teacher Observation Report must be provided to the teacher within 45 school days following the formal observation).

### Mid-Year Professional Conversations

**Mid-Year Professional Conversations** are an additional opportunity for teachers and evaluators to reflect on teachers’ growth and where he/she needs additional support from the school leader as they engage in collaborative cycles of observation, reflection, feedback, support, and development and revisit expectations for the rest of the year. They take place from **January 2 to April 30**, and are required as the mid-year meeting for teachers with Teacher Improvement Plans (TIPs). Mid-Year Professional Conversations are an optional best practice for other teachers.



In preparation for these conversations, school leaders should communicate ahead with teachers to schedule the meetings, review prior observation reports, shared feedback, and related student data, and work to establish an inviting environment in which to host the conversation. Further suggestions for a successful Mid-Year Professional Conversation can be found in the [Mid-Year Professional Conversations Toolkit](#) posted on the *Advance* Intranet.

## Summative End-of-Year Conferences

The end of the school year is a critical time for teachers and school leaders to assess student progress over the course of the year and to reflect upon each teacher’s individual professional growth. *Advance* processes offer an important opportunity to collect critical student learning data, and to slow down and reflect upon teachers’ hard work as school communities wrap up the current year and begin planning for the one ahead.

The **Summative End-of-Year Conference** is a mandatory face-to-face individual meeting between the *Advance*-eligible teacher and his/her principal and/or other evaluator. The purpose of this collaborative conversation is to review feedback and ratings from observations of practice and to identify successes, areas for growth, and next steps toward the teacher’s continued professional growth. It is also an opportunity to reflect on available student data that may inform ways to improve teaching practice so students learn and grow.

In order to support teachers with their end-of-year reflection and planning, evaluators should consult the Summative End-of-Year Conferences Toolkit, posted on the [Advance Intranet Archive](#). This toolkit will be updated in spring 2017 to reflect guidance for the current school year.

Evaluators are expected to take the following steps:

### Key End-of-Year Evaluator Actions:

- ✓ **Hold a Summative End-of-Year Conference with each teacher between the last Friday in April (April 28, 2017) and the last Friday school is in session (June 22, 2018).**
- ✓ **Have copies of all completed Teacher Observation Reports available for review at the conference. Note that all evidence used to inform teacher ratings must be captured on the Teacher Observation Report.**
- ✓ **Deliver MOTP Summary Forms to teachers, obtain teachers’ signatures, and place in teachers’ personnel files by the last day of school (June 26, 2018).**

## Teacher Improvement Plans (TIPs)

Any teacher who receives an *Advance* Overall Rating of “Developing” or “Ineffective” for the prior year will work with their evaluator to develop and implement a meaningful Teacher Improvement Plan (TIP) by **October 1 (October 2 in 2017)**. The purpose of a TIP is to assist teachers to work to their fullest potential. In creating the TIP, evaluators consult with teachers to identify specific improvement areas as well as a timeline and plan for assessing improvement in teacher practice. Up to two areas should be determined by the school leader. At least one area of improvement is determined by the teacher. The area of improvement selected by the teacher must be provided by September 30 (**September 29 in 2017**). In the event that a teacher does not provide an area of improvement on or before this date, the school leader may determine the third area of improvement. Evaluators and teachers should consider the types of support teachers need to be successful. For more information and support, see the [TIP Toolkit](#).



For additional resources and information about MOTP, see the [Advance MOTP Intranet](#).

# A CLOSER LOOK AT MEASURES OF STUDENT LEARNING (MOSL)

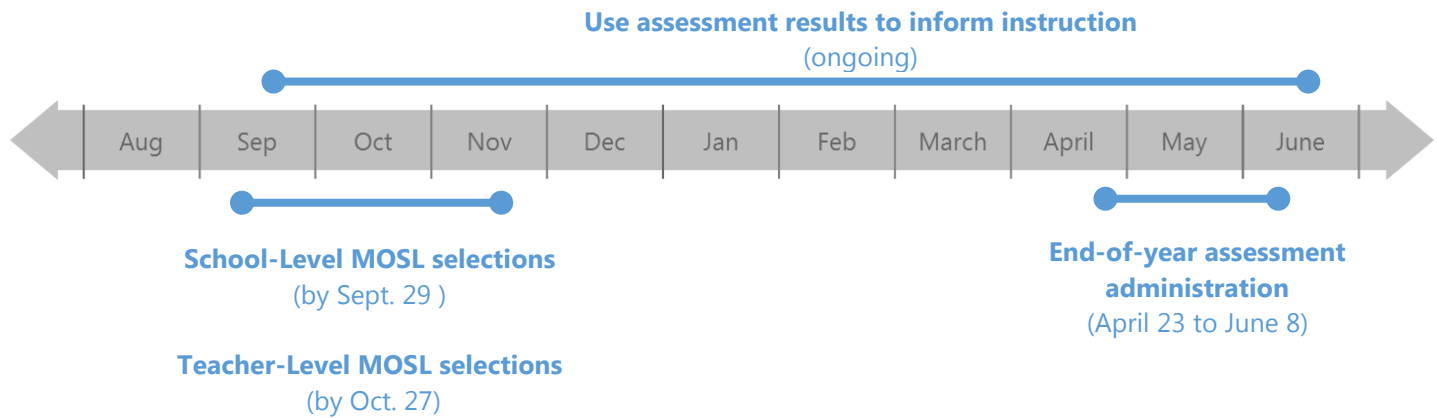
## Introduction to Measures of Student Learning

Understanding how students are performing is a crucial step toward recognizing outstanding teaching and encouraging meaningful improvements in teaching and learning. Measures of Student Learning (MOSL) allow educators to better understand their students’ strengths and how best to support student growth. The work of *Advance* provides the opportunity for schools to measure student learning in meaningful ways that reinforce their instructional priorities. This happens when members of the school community collaboratively make thoughtful decisions about how to measure student learning at their school, including which assessments to use, which student groups to target, how to calculate student growth, and how to norm and score assessments.

Students enter our classrooms at very different levels. This is why all student learning measures used in *Advance* are based on student growth over the year, *not* absolute proficiency levels. This focus on student growth is what drives instructional decision-making toward the goal of preparing all students for college and careers, and is the second category in a teacher’s *Advance* Overall Rating.

The MOSL selections process for 2017-18 remains similar to years past. Like last year, principals and School-based MOSL Committees will make only one MOSL selection for each grade/subject offered in the school. In addition to offering many of the same assessments, the NYCDOE has developed additional assessments that include: performance-based demonstration assessments and student learning inventories. Additional information on the MOSL selection process and timeline for this year is available in the [2017-18 MOSL Selections Guide](#) and the [MOSL Supplement Guide](#) (which includes worksheets for Elementary Schools, Middle Schools, High Schools, and Alternate Assessments).

## MOSL Timeline\*



*\*Note that all timelines must be adhered to absent extraordinary circumstances (e.g., certain types of leaves); teacher absences do not count against these timelines.*

## MOSL Components

Each measure includes three components: an *assessment*, *target population*, and *growth measurement*.

COMPONENT	DEFINITION
<b>Assessment</b>	Refers to the assessment used to measure student learning. For MOSL purposes in 2017-18, this will continue to be a State Assessment, a NYC Performance Assessment, or a 3 <sup>rd</sup> Party Assessment.
<b>Target Population</b>	Refers to the students included in the measure. For some teachers, the School-based MOSL Committee (the Committee) may recommend the <b>individual</b> target population, which means the measure is based on the growth of a teacher’s students taking the assessment in their course. Alternatively, the Committee and principal may select the <b>grade</b> or <b>school</b> target population (also referred to as <b>group measures</b> ), which means the measure is based on the growth of all the students taking the assessment across the grade or school. Finally, the Committee may recommend a <b>linked</b> target population, which includes only the teacher’s students who take an assessment administered in <i>another course</i> .
<b>Growth Measurement</b>	Refers to the method by which student growth is measured on a given assessment. This is recommended by the Committee as either goal-setting or growth model.

## MOSL Selections and Process

Each year, schools have the opportunity to reflect on lessons learned and select measures that best match their school’s culture and student needs for grades and subjects where a State assessment (and/or growth measurement selection) is not mandated. Making selections for the grades/subjects at the school-level ensures that Measures of Student Learning are applied consistently and fairly across all teachers of similar programs at a school.

For the 2016-17 through 2018-19 school years, grades 3-8 ELA and math State assessments may not be used for MOSL during these transition years. For all grades and subjects used for MOSL that do not have mandated State selections, the School-based MOSL Committee (the Committee) works together to recommend target populations, growth measurement options, and fall baseline administration of assessments, from the NYCDOE list of approved assessments. The principal either accepts all of these recommendations or rejects all of these recommendations. Principals should notify teachers of the finalized school-level grade/subject selections when available.

Once school-level selections have been made, teacher-level selection is completed to determine which assessments and target populations will be included in each teacher’s individual MOSL calculation.

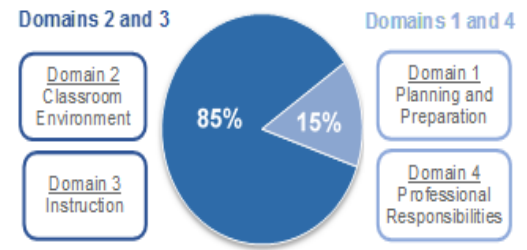


For additional resources and information about MOSL, see the [\*\*Advance MOSL Intranet\*\*](#).

## SCORING

### Weighting for MOTP Rating

A weighted average of all component scores from the school leaders' observations will determine final MOTP score (see chart at right). Components in Domains 2 and 3 are weighted more heavily (85%) than components in Domains 1 and 4 (15%). Scores from informal and formal observations will count equally.



Each teacher's MOTP Rating will be determined using scoring ranges:

MOTP Rating	Scoring Range
Highly Effective	3.51 – 4.00
Effective	2.51 – 3.50
Developing	1.75 – 2.50
Ineffective	0.00 – 1.74

### MOSL Rating

A teacher's MOSL rating is dependent on a number of factors, including a school's MOSL selection for that teacher. It is calculated after the end of the school year, once student assessment data is processed. More information about MOSL rating calculations is available in the [2016-17 Advance Overall Ratings Guide](#).

### Advance Overall Ratings

Each teacher who is eligible to be rated under *Advance*<sup>4</sup> will receive a single MOSL or student performance rating and a single MOTP or observation category rating of Highly Effective, Effective, Developing, or Ineffective (HEDI). The MOSL and MOTP ratings are then combined using the below matrix to produce an **Advance Overall Rating** of Highly Effective, Effective, Developing, or Ineffective (HEDI). Teachers will receive their 2017-18 *Advance* Overall Rating on **September 1, 2018**.<sup>5</sup>

		Observations (MOTP)			
		H	E	D	I
Student Performance (MOSL)	H	H	H	E	D
	E	H	E	E	D
	D	E	E	D	I
	I	D	D	I	I

<sup>4</sup> For information on eligibility criteria, please see the [2017-18 Advance Frequently Asked Questions](#).

<sup>5</sup> A teacher's *Advance* Overall Rating is considered the rating of record. Teachers of grades 3-8 ELA and/or math will also receive an Advisory Result (on September 1, 2018, or as soon as soon as practicable thereafter), which includes results from these assessments. An Advisory Result is for formative purposes only and will not be used for personnel decisions.

**Application of the Matrix**

If a teacher receives a MOTP rating of **Effective**, and a MOSL rating of **Developing**, this teacher's *Advance* Overall Rating will be an **Effective**, according to the matrix.

		Observations (MOTP)			
		H	E	D	I
Student Performance (MOSL)	H	H	H	E	D
	E	H	E	E	D
	D	E	<b>E</b>	D	I
	I	D	D	I	I

## IN-PERSON SUPPORTS AND ONLINE RESOURCES

### In-Person Supports



#### Teacher Development and Evaluation Coaches

The Teacher Development and Evaluation Coach (TDEC) is a member of the Superintendents' team and the principal's first point of contact with questions about *Advance*. These coaches support school-based professional learning and providing resources to ensure schools effectively implement *Advance* across the district.

Each school's TDEC will:

- Ensure that school leaders have the information and support they need to effectively implement *Advance*.
- Offer job-embedded support for all aspects of *Advance* implementation, differentiated based on school needs.
- Join school administrators during classrooms visits to support rating accuracy and meaningful feedback practices.
- Help make connections between *Advance* and district-specific priorities.

### Online Resources

**Teachers and school leaders:** Use your NYCDOE username and password to login and to access the sites below. If you do not know your log-in information, please use the [password recovery and account confirmation tool](#).



#### **Advance Support Help Desk**

The *Advance* Support Help Desk is a team of NYCDOE staff dedicated to addressing inquiries about *Advance* from NYCDOE educators. Teachers, school leaders, and superintendents can email the Help Desk with any questions about *Advance*: [AdvanceSupport@schools.nyc.gov](mailto:AdvanceSupport@schools.nyc.gov).



#### **Advance Intranet**

This online hub houses resources designed to support teachers and school leaders in implementing *Advance*. Here, you'll find up-to-date announcements with detailed information about all aspects of *Advance* including frequently asked policy questions and answers. This site will be the home of *Advance*-related resources and guidance released throughout the year.



#### **Advance Web Application**

This online application is the data entry system that supports implementation of *Advance*. The tool allows school leaders to record observation data at the teacher-level, populate and print Teacher Observation Reports after observations, and automatically calculate both MOTP and MOSL scores and ratings. School leaders may also track their observation progress at the teacher- and school-level to maximize their efficiency throughout the year. In addition, teachers may access the application to review confirmed Teacher Observation Reports and review their MOSL selections.

For user support navigating the features of the application, consult the [2017-18 Advance Web Application Support Guide](#).



**[Periodic Assessment Intranet](#)**

Visit the Periodic Assessment Intranet for information on assessments that are MOSL-eligible. NYC Performance Tasks, other Periodic Assessments<sup>6</sup>, and results from some 3<sup>rd</sup> Party Assessments will be available in [Schoolnet](#) to all schools that administer these assessments. Teachers, school leaders, and superintendents can email the Periodic Assessment Help Desk with any questions about assessment content, administration, and scoring: [periodicassessment@schools.nyc.gov](mailto:periodicassessment@schools.nyc.gov).



**[WeTeachNYC](#)**

WeTeachNYC provides a centralized place where NYCDOE teachers and school leaders can explore the Danielson *Framework* for Teaching and find aligned professional learning resources, including teaching videos, facilitator guides and protocols to use with teacher teams, tools, and articles.

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<sup>6</sup> These include Periodic Assessments that can also be selected for MOSL-purposes and other assessments from the Periodic Assessment portfolio. For more information about Periodic Assessments, review the [2017-18 Periodic Assessment Guide](#).

## GLOSSARY OF COMMON ADVANCE TERMS AND ACRONYMS

**3<sup>rd</sup> Party Assessments:** State-approved assessments developed by vendors. Many have previously been used in schools across NYC.

**Advance:** NYC’s teacher development and evaluation system, as required by the New York State Education Department and negotiated by the NYCDOE and the UFT.

**Advance Overall Rating:** A teacher’s final rating of record. This rating will be used for employment decisions, and excludes results from grades 3-8 English language arts (ELA) and math State assessments, as applicable.

**Advance Web Application:** The [online application](#) that supports *Advance* implementation. School leaders and other groups can use this application to make MOSL selections, submit teacher ratings and monitor progress over the course of the year. It is recommended that schools use this data entry system to simplify data collection and reporting.

**Evaluator:** Any authorized district superintendent, assistant superintendent, principal, or assistant principal (or other trained administrator) of the observed teacher’s school who has received the requisite training to properly observe, evaluate, and/or score the teacher’s *Advance* Overall Rating in accordance with Education Law §3012-d and as outlined in the NYC’s APPR plan.

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

**Feedback:** Evidence-based commentary that is aligned to the *Danielson Framework for Teaching*. The primary purpose of feedback is to reinforce strengths and to help teachers improve; for example, evaluators may note areas of growth that were observed and also note one or two areas for improvement. Evaluators must provide teachers with feedback in any format (verbal or written communication) within 15 school days following an evaluative observation.

**Formal Observation:** A full-period observation scheduled at a mutually agreed upon date and time. Formal observations must be preceded by a Pre-Observation Conference, scheduled at a mutually agreed upon time, and held no more than 20 school days before the observation is scheduled to occur and followed by a Post-Observation Conference held no later than 20 school days after the observation occurs.

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

**Informal Observation:** An observation lasting a minimum of 15 minutes; it does not require prior notification to the teacher. All *may* be unannounced but at least one *must* be unannounced.

**Initial Planning Conference (IPC):** A mandatory in-person, one-on-one meeting between the teacher and evaluator that is scheduled at a mutually agreed-upon time and occurs prior to any formal or informal classroom observations required



by *Advance*. During the IPC, the evaluator and teacher discuss expectations for the year ahead and the teacher selects his or her Observation Option. This year, the IPC must be held no later than Friday, October 28, 2016.

**Measures of Student Learning (MOSL):** Measures of Student Learning measure how much students grow each year via a variety of assessments, which then allows educators to better understand their students’ strengths and how best to support student growth. Each MOSL comprises an assessment (chosen from a list of allowable options), a target population (individual, group, or linked), and growth measurement (growth model or goal-setting). Each grade and subject in a school has an associated MOSL selection, whether it is State-mandated or a recommendation made to the principal by the School-based MOSL Committee (Note: If the Committee’s recommendation is rejected by the principal, the Default will be used). All teachers who are eligible to be rated under *Advance* will receive a MOSL rating, which accounts for one portion of a teacher’s Overall Rating.

**Measures of Teacher Practice (MOTP):** Through Measures of Teacher Practice, educators engage in a collaborative cycle of observation, feedback, and reflection. All teachers who are eligible to be rated under *Advance* will receive a rating based on classroom observation ratings on eight (8) components of the Danielson (2013) *Framework for Teaching*. MOTP ratings account for one portion of a teacher’s Overall Rating.

**NYC Performance Assessments:** Assessments developed by NYCDOE in consultation with NYC teachers and assessment experts.

**Observation Option:** The choice a teacher makes about how s/he will be observed and rated. The four options to choose from have been updated as follows: Option 1 (at least one formal and at least three informal observations); Option 2 (at least six informal observations); \*updated\* Option 3, which is available to teachers rated Effective and Highly Effective in the prior year (at least four informal observations, plus two classroom visits by a colleague); and \*updated\* Option 4, which is only available to teachers rated Highly Effective in the prior year (at least three informal observations, plus three classroom visits by a colleague).

**Target Population:** The students who may be included in the MOSL 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.
- *Linked:* Includes only the teacher’s students who take an assessment administered *in another teacher’s course* (e.g., a HS Theater teacher is evaluated based on the growth of *only* his/her students on the 9<sup>th</sup> and 10<sup>th</sup> grade NYC Performance Tasks in ELA).

**Teacher Improvement Plan (TIP):** A plan developed and implemented by an evaluator and a teacher who had a prior year *Advance* Overall Rating of “Developing” or “Ineffective”. The plan identifies specific improvement areas as well as a timeline and plan for assessing improvement. Evaluators and teachers should consider the types of support teachers need to be successful. As a part of the TIP, the teacher and his/her evaluator will engage in three meetings throughout the school year to discuss and assess the progress the teacher has made/is making towards achieving improvement on the outlined activities.

**Teacher Observation Report:** This report is completed by the evaluator within 45 school days of a teacher’s evaluative observation for *Advance*. The Teacher Observation Report shall contain lesson-specific evidence for components observed during an observation and teacher-specific evidence for components relating to professionalism and preparation that may have been observed within fifteen (15) school days prior to the observation unless it was used as part of a letter to file. The Teacher Observation Report also has a space for additional evaluator notes, which are optional. The report can be prepared by entering teachers’ ratings in the *Advance* Web Application or off-line by printing

a blank form from the *Advance* Web Application. The form must be signed by the teacher and the evaluator and placed in the teacher’s file in accordance with the Collective Bargaining Agreement.

**Transition Years and Advisory Result:** As New York State transitions to new learning standards, grades 3-8 English language arts (ELA) and math State assessments will not be used for stakes in teacher evaluations from 2015-16 through 2018-19. A teacher will receive an Advisory Result, as applicable, which includes results from grades 3-8 ELA and math State assessments, and is to be used for formative purposes only. To read more about how ratings were calculated in 2016-17, please refer to the [2016-17 Advance Overall Ratings Guide](#).