

NYCDOE's New Teacher Evaluation and Development System: Advance



Agenda



Sessions

Policy Overview

Danielson's *Framework for Teaching* and the Observation and Feedback Cycle

Reflection and Planning for Launch

LUNCH

Q&A

Introduction to Measures of Student Learning

BREAK

Planning for MOSL Implementation

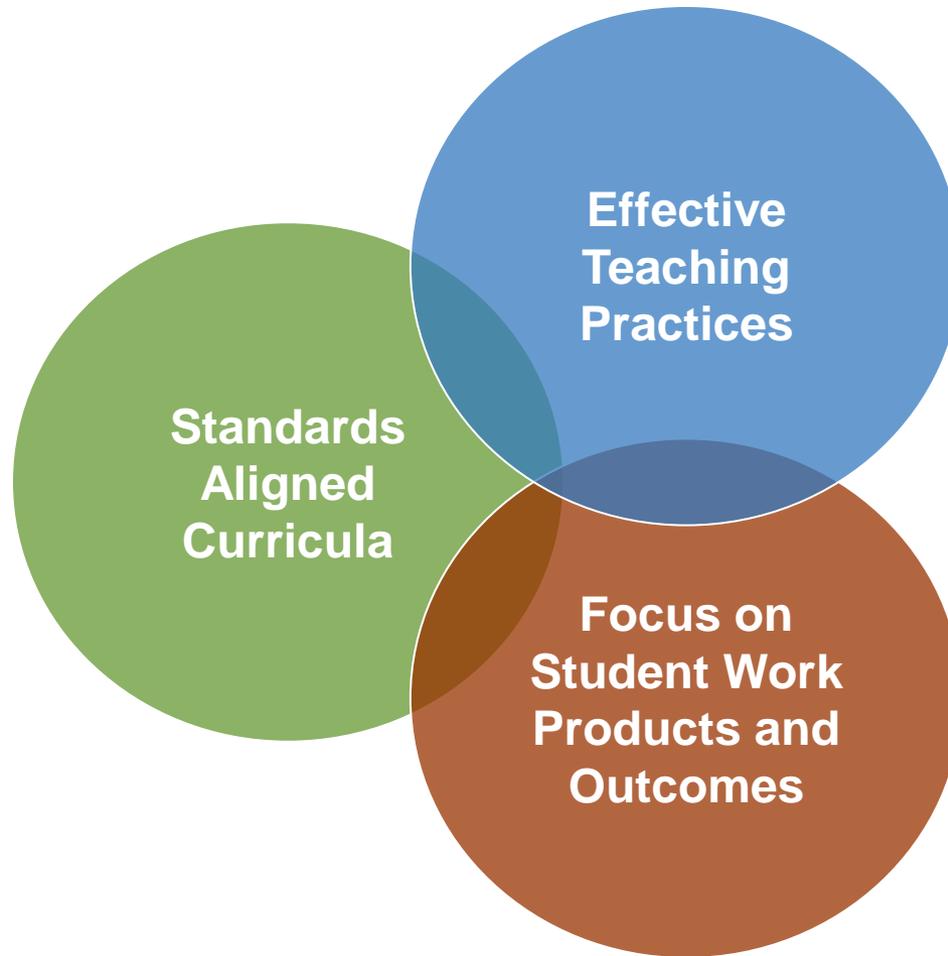
Scoring Overview and Q&A

Objectives: AM Session

Participants will be able to:

- Articulate the value of Advance as part of DOE's efforts to prepare all students for college and careers.
- Describe effective teaching practice using the Danielson *Framework for Teaching* and use expert ratings/rationales to develop a common language.
- Describe the immediate steps and available supports to prepare their school community for strong implementation with mutual accountability among teachers and school leaders.
- Describe the options and basic expectations to implement the observation and feedback cycle in their schools.

Advance is a Key Aspect of the Citywide Instructional Expectations



Guiding Principles of Advance

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



These guiding principles are designed to support a common vision:
Ensure all students graduate college and career ready.

History of Advance

2010-11

Teacher Effectiveness Pilot
20 schools
700+ teachers

2011-12

Teacher Effectiveness Pilot
106 schools
4,000+ teachers

2012-13

Teacher Effectiveness Pilot
~200 schools
6,500+ teachers

Local Measure Pilot*
~80 schools

Job-Embedded Professional Development
All schools in NYC

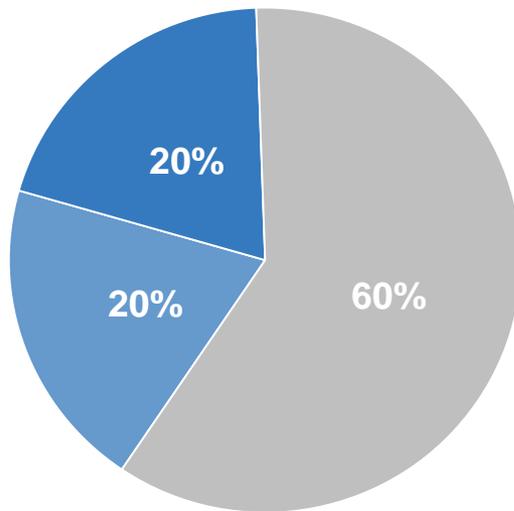
2013-14

Advance:
Implementation of Teacher Evaluation and Development System in every school in NYC

Citywide Instructional Expectations
All schools in NYC

Forty percent of a teacher's overall rating will be based on Measures of Student Learning (MOSL).

Advance Teacher Evaluation and Development System



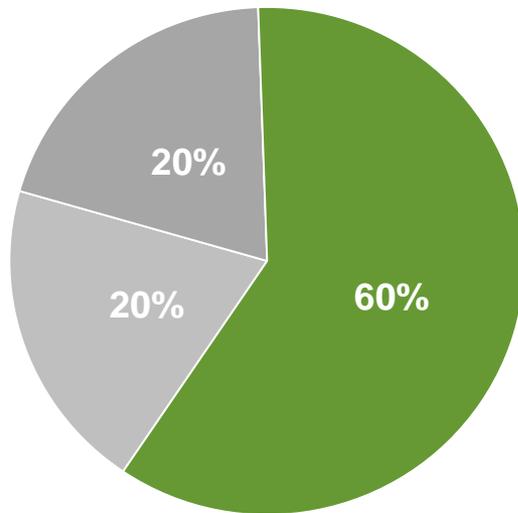
- State Measures
- Local Measures
- Measures of Teacher Practice

All teachers will receive:

- Two different Measures of Student Learning (40%)
 - State Measures
 - Local Measures
- Initial planning conference and summative end of year conference to include discussion of student outcomes
- Multiple measures provide a more valid, robust picture of teacher performance, providing teachers with multiple sources of feedback

Sixty percent of a teacher's overall rating will be based on Measures of Teacher Practice (MOTP).

Advance Teacher Evaluation and Development System



- State Measures
- Local Measures
- Measures of Teacher Practice

All teachers will receive:

- Initial planning conference and summative end of year conference, including artifact review
- Choice between two observation approaches
- Written and/or verbal feedback and observation reports

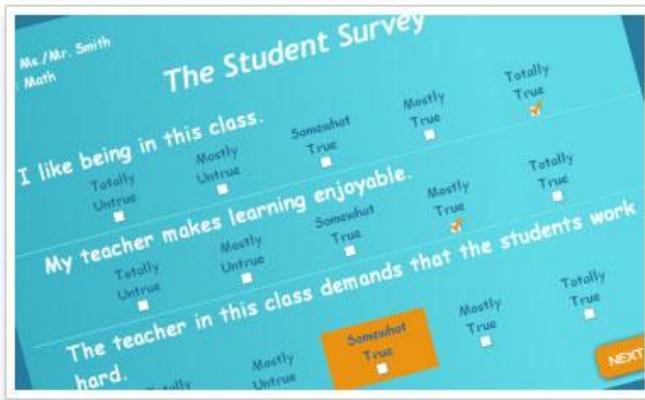
Teachers in Grade 3-12 will receive:

- Student Feedback via Tripod Student Survey (no stakes pilot in 2013-14; worth 5 of 60 points beginning in 2014-15)

The Tripod Student Survey

What is Tripod?

- ✓ Research-based, classroom-level, confidential student survey measuring teaching practice
- ✓ Tailored surveys for grades 3-5 and 6-12
- ✓ Grounded in a conceptual framework that emphasizes the 7 C's of teaching practice



Tripod in NYC Schools

- ✓ Citywide pilot in 2013-2014; for stakes in 2014-15 and beyond
- ✓ Grades 3-12 only
- ✓ When fully implemented, will contribute to 5% of a teacher's rating (5 of 60 points for Measures of Teacher Practice)



Additional information and training on the 13-14 Tripod no stakes pilot will be released in Fall 2013. The pilot will be conducted in Spring 2014.

The Tripod Student Survey is one of several measures Advance uses to evaluate teaching practice.

It focuses on “the seven C’s”:

Care about students

Control behavior

Clarify lessons

Challenge students

Captivate students

Confer with students

Consolidate knowledge

The 7 Cs	Sample Questions
CARE	My teacher in this class makes me feel that s/he really cares about me.
	My teacher really tries to understand how students feel about things.
CONTROL	Students in this class treat the teacher with respect.
	Our class stays busy and doesn't waste time.
CLARIFY	My teacher has several good ways to explain each topic that we cover in this class.
	My teacher explains difficult things clearly.
CHALLENGE	In this class, we learn a lot almost every day.
	In this class, we learn to correct our mistakes.
CAPTIVATE	My teacher makes lessons interesting.
	I like the ways we learn in this class.
CONFER	Students speak up and share their ideas about class work.
	My teacher respects my ideas and suggestions.
CONSOLIDATE	My teacher checks to make sure we understand what s/he is teaching us.
	The comments that I get on my work in this class help me understand how to improve.

Most questions on the Tripod survey use response options on a 5-point scale: Totally true; Mostly true; Somewhat true; Mostly untrue; Totally untrue

Principals must be certified by the DOE as lead evaluators.

- To be certified, all DOE principals must participate and complete several requirements:

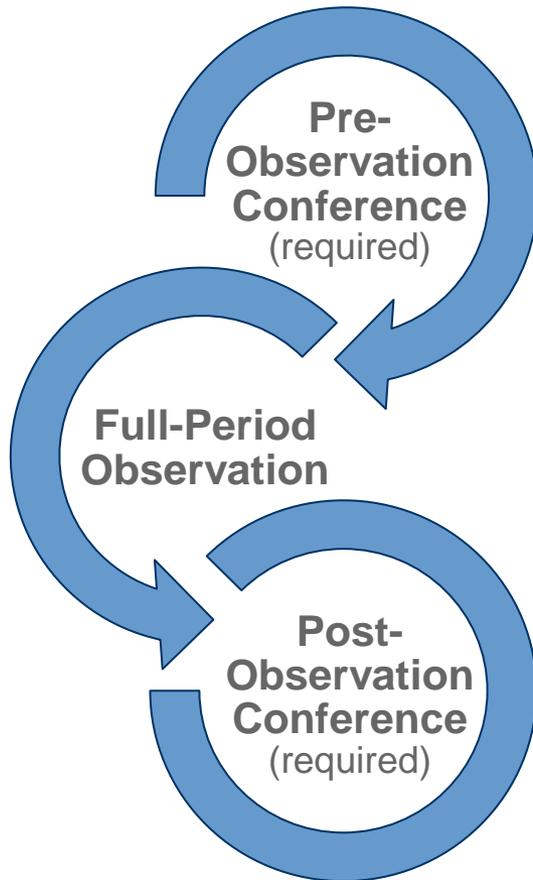
7 hours of job-embedded support on new model from NYCDOE Talent Coaches	March – June 2013 (pilot schools completed Sept 2012-Feb 2013)
Online webinars outlining components of Advance	Summer 2013
7-hour school team training on new system	July – August 2013
Online professional development activity using video-based review of teaching practice	August-September 2013

- Additional differentiated support for lead evaluators and secondary evaluators* with talent coaches or network staff based on need.
- All secondary evaluators who do not attend the 7-hour school team training must complete a series of online training modules.
- New principals and those returning from leave will receive expedited support in September 2013 to ensure they complete certification.
- Evaluators will continue to have access to in-person and online training opportunities throughout 2013-14 School Year (*details to come*).

* e.g. Assistant Principals who evaluate teachers.

Observation Approaches: Option #1

At least 1 Formal Observation:



- Individual, in-person pre-observation conference to discuss the lesson being observed and review artifacts
- Teacher may provide up to two artifacts
- Teacher and school leader determine date of the observation
- Can be videotaped with teacher's permission
- Produces rating on all 22 components
- Teacher may provide up to two artifacts
- School administrator and teacher discuss the observation using the Framework

and at least 3 Informal Observations
(See Option #2 for requirements)

*Observation cannot take place on the same day as pre-observation conference

Observation Approaches: Option #2

At least 6 Informal Observations

- Can all be unannounced
- Minimum of 15 minutes
- No limit on number of informal observations
- Can be videotaped with teacher's permission
- Over the year, all 22 components are rated



Always followed by feedback

- Must be provided after each observation
- Feedback can be in any format (email, phone, note in teacher's box – conference not required)
- Observation reports due to the teacher and to file within 90 school days of the observation



Teachers and evaluators will also exchange documents to share evidence and facilitate accurate assessment and targeted support.

Artifacts

- Teacher may submit up to eight artifacts of their instructional planning and reflection between the Initial Planning Conference and April 11
- School leaders include these artifacts as part of their evaluation
- School leaders can request additional artifacts to inform their rating

Observation Reports

- Evaluators prepare a short, succinct Observation Report for each observation using a form provided by the DOE
- Reports must be shared with teachers:
 - After post-observation conferences (for formal)
 - After feedback and within 90 school days (for informal)

Evaluators should also conduct additional observations, look for evidence outside of observations, and/or request additional artifacts if evidence is needed to rate any component.

Teachers will participate in beginning and end-of-year conferences with their evaluators to support their participation in Advance.

Initial Planning Conference

- Evaluator and teacher meet to discuss expectations and goals for the year ahead.
- Teacher selects option for observations and decides whether to consent to video as an observational tool.
- Teacher and evaluator discuss teacher's MOSLs and upcoming MOSL related activities.

End-of-Year Conference

- Evaluators and teacher reflect on practice throughout the year, discuss evidence of performance and learning across the year and ways to improve teaching practice.
- This conference allows the teacher to share additional material to inform the evaluator's rating of the teacher's practice.

Agenda



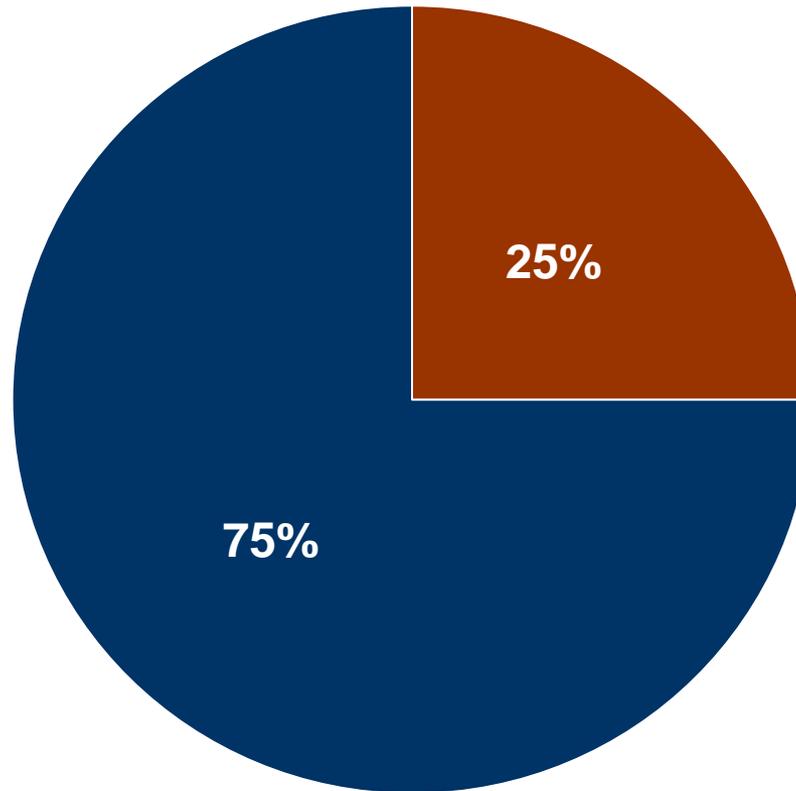
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Danielson's <i>Framework for Teaching</i> and the Observation and Feedback Cycle
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Scoring Overview and Q&A

The DOE will use Charlotte Danielson's 2013 *Framework for Teaching* to evaluate teaching practice, with greater emphasis on the components that focus on classroom instruction.

Domains 2 and 3
(75%)

Domain 2
The Classroom
Environment

Domain 3
Instruction



Domains 1 and 4
(25%)

Domain 1
Planning and
Preparation

Domain 4
Professional
Responsibilities

Danielson's *Framework for Teaching*

Domain 1: Planning and Preparation

- a. Demonstrating Knowledge of Content and Pedagogy
- b. Demonstrating Knowledge of Students
- c. Setting Instructional Outcomes
- d. Demonstrating Knowledge of Resources
- e. Designing Coherent Instruction
- f. Designing Student Assessments

Domain 3: Instruction

- a. Communicating With Students
- b. Using Questioning and Discussion Techniques
- c. Engaging Students in Learning
- d. Using Assessment in Instruction
- e. Demonstrating Flexibility and Responsiveness

Domain 2: The Classroom Environment

- a. Creating an Environment of Respect and Rapport
- b. Establishing a Culture for Learning
- c. Managing Classroom Procedures
- d. Managing Student Behavior
- e. Organizing Physical Space

Domain 4: Professional Responsibilities

- a. Reflecting on Teaching
- b. Maintaining Accurate Records
- c. Communicating with Families
- d. Participating in a Professional Community
- e. Growing and Developing Professionally
- f. Showing Professionalism

Example: Using Questioning and Discussion Techniques

Domain 3: Instruction



Component 3b: Using Questioning and Discussion Techniques

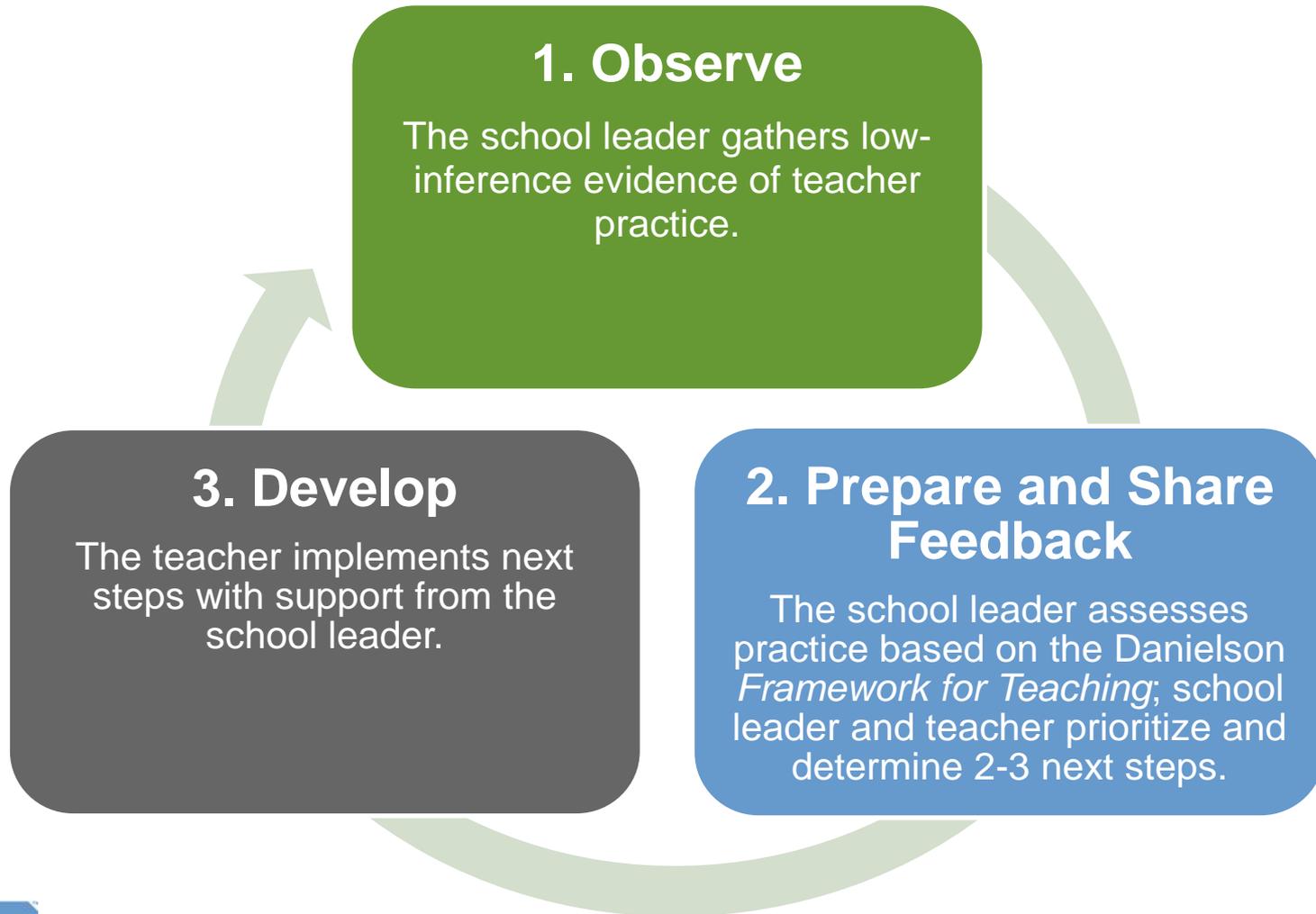


Description

(of each level of practice)

E.g., At a Highly Effective level, “The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.”

A collaborative cycle of observations and feedback drives professional conversations and teacher growth.



Best Practices for Observation

- Eliminate effects of bias.** Enter the classroom without judgment and work from evidence.
- Take low-inference notes.** Write down only what teacher and students say and do. Note: scripting is not required to gather evidence.
- Look for learning.** Seek evidence of what students know and are able to do.
- Remain, review, reflect.** Pause to organize your evidence before rating.

What are low-inference notes?

Low-inference notes describe what is taking place without drawing conclusions or making judgments.

- What do you see and hear the teacher and students doing?
- What evidence can you gather of student learning?
- What will students know and be able to do at the end of the lesson?

Time	Teacher Actions	Student Actions

Comparing Notes

Time	Teacher Actions	Student Actions
1:01	<i>Teacher (T) walks between groups, making notes on clip board.</i>	<i>Students are at desks in small groups of 4-5, discussing a math story problem about proportions.</i>
1:03	<i>T crouches near students. “So what are you doing?”</i>	<i>S: “We all got the same answer; we’re just saying how we got it. Then we figured out we all did it the same way.”</i>

Time	Teacher Actions	Student Actions
1:01	<i>Teacher monitors progress.</i>	<i>Students are engaged in a high-level problem-solving task. Great example of component 3c in action!</i>
1:03	<i>Teacher checks in with a group.</i>	<i>Students respond to the teacher’s questions.</i>

What makes the first example stronger?

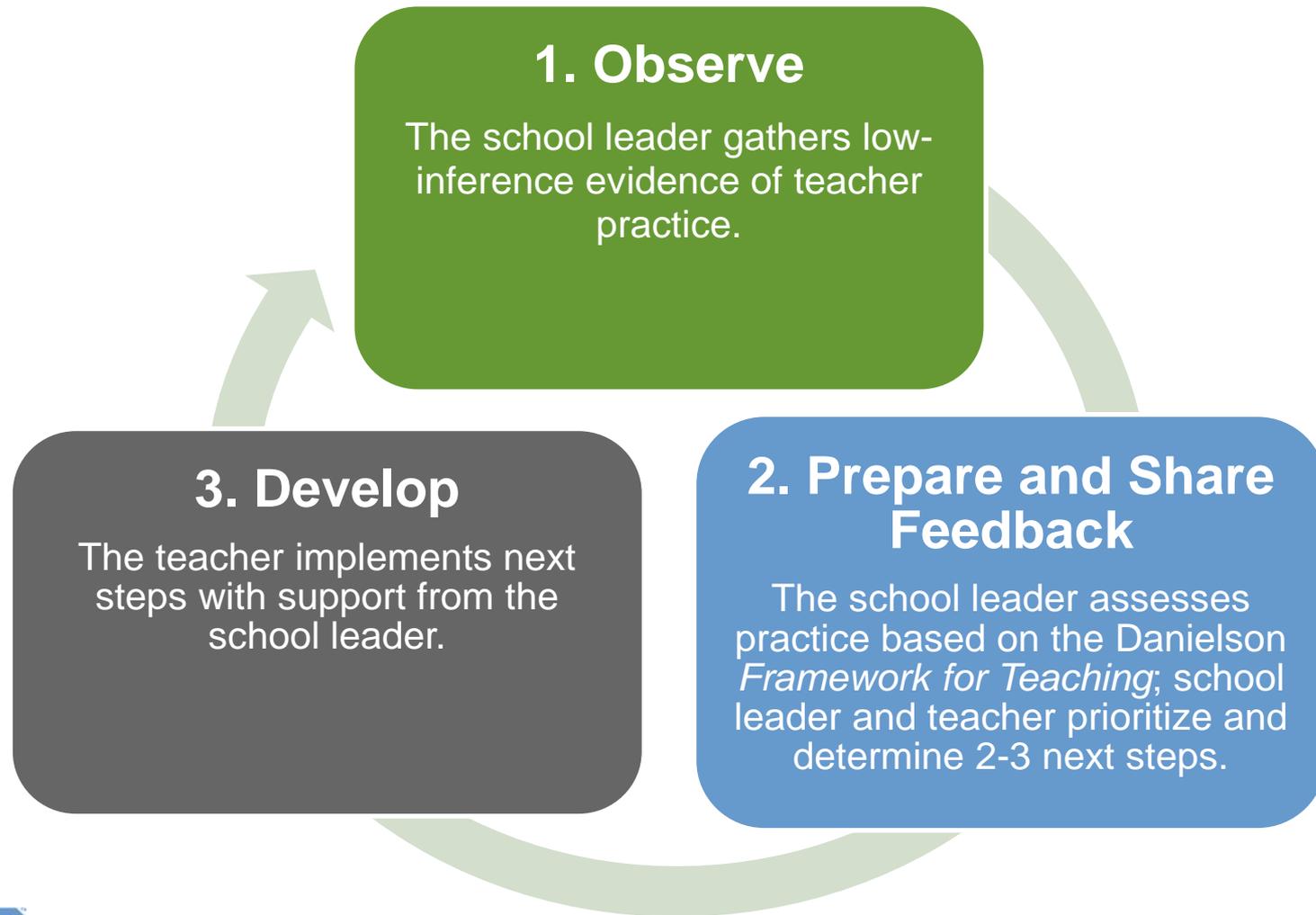
Practicing Low-Inference Notes

Watch the first classroom video clip. Record your low inference notes of the teacher's actions and the student's actions.

Pause to compare your notes to the exemplar.

Time	Teacher Actions	Student Actions
00:38	<p><i>T recalls work from week (paired texts, close reading texts) – “Do you remember how...?”</i></p> <p><i>T: “Do you remember how we’ve been looking at language the author uses to show how the characters feel about the English language?”</i></p>	<p><i>Ss track T, at desks. Hands folded on desks.</i></p> <p><i>“Yes” – choral response</i></p> <p><i>“Yes”</i></p>
00:52	<p><i>Today, same thing – talk about language, character’s feelings</i></p>	
1:22	<p><i>“Today we are going to work with reading partners, look at paired text, start to analyze language...”</i></p> <p><i>Points to objective. “Can you put your eyes up here?” Asks S to read</i></p> <p><i>T: Think about objective in partners, groups of 4. Highlight text that shows how the main character perceives language.</i></p>	<p><i>1 hand raised</i></p> <p><i>S reads objective (posted)</i></p>

A collaborative cycle of observations and feedback drives professional conversations and teacher growth.



Best Practices for Preparing and Sharing Feedback

Preparing	<input type="checkbox"/> Align evidence to the rubric. Code evidence to the Danielson <i>Framework for Teaching</i> and identify a level of performance for each component observed.
	<input type="checkbox"/> Prioritize. Select one or two parts of the teacher's practice on which to focus.
Sharing	<input type="checkbox"/> Exchange ideas. Welcome and value teacher input.
	<input type="checkbox"/> Refer to evidence. Discuss low-inference evidence from the observation and invite dialogue on the evidence or its alignment to the rubric.
	<input type="checkbox"/> Identify development areas. Define specific areas for development and invite the teacher to offer input on those areas or to suggest additional areas.
	<input type="checkbox"/> Plan concrete action. Together, develop clear and measurable next steps, including resources and a plan for support.
	<input type="checkbox"/> Set a timeline. Agree on a plan for implementation and follow-up.

Thinking About Feedback



Feedback in the new system can be shared with teachers in a variety of ways.

At your tables, discuss these questions:

1. When should evaluators use an in person approach for a professional conversation?
2. When is email or another written form a good option?
3. What timeframes ensure that feedback helps improve practice and therefore supports students' growth?

Aligning Evidence to the Rubric: Domain 2

- Review Domain 2 components. (5 min)
- Align low-inference evidence to Domain 2 components. (10 min)
- Confirm expert ratings in Domain 2, identifying supporting evidence. (10 min)

Expert Ratings

Component	Rating
2a	EFFECTIVE
2b	HIGHLY EFFECTIVE
2c	EFFECTIVE
2d	HIGHLY EFFECTIVE
2e	HIGHLY EFFECTIVE

Aligning Evidence to the Rubric: Domain 3

- Review Domain 3 components. (5 min)
- Align low-inference evidence to Domain 3 components. (10 min)
- Confirm expert ratings, identifying supporting evidence. (10 min)

Expert Ratings

Component	Rating
3a	EFFECTIVE
3b	EFFECTIVE
3c	EFFECTIVE
3d	EFFECTIVE
3e	DEVELOPING

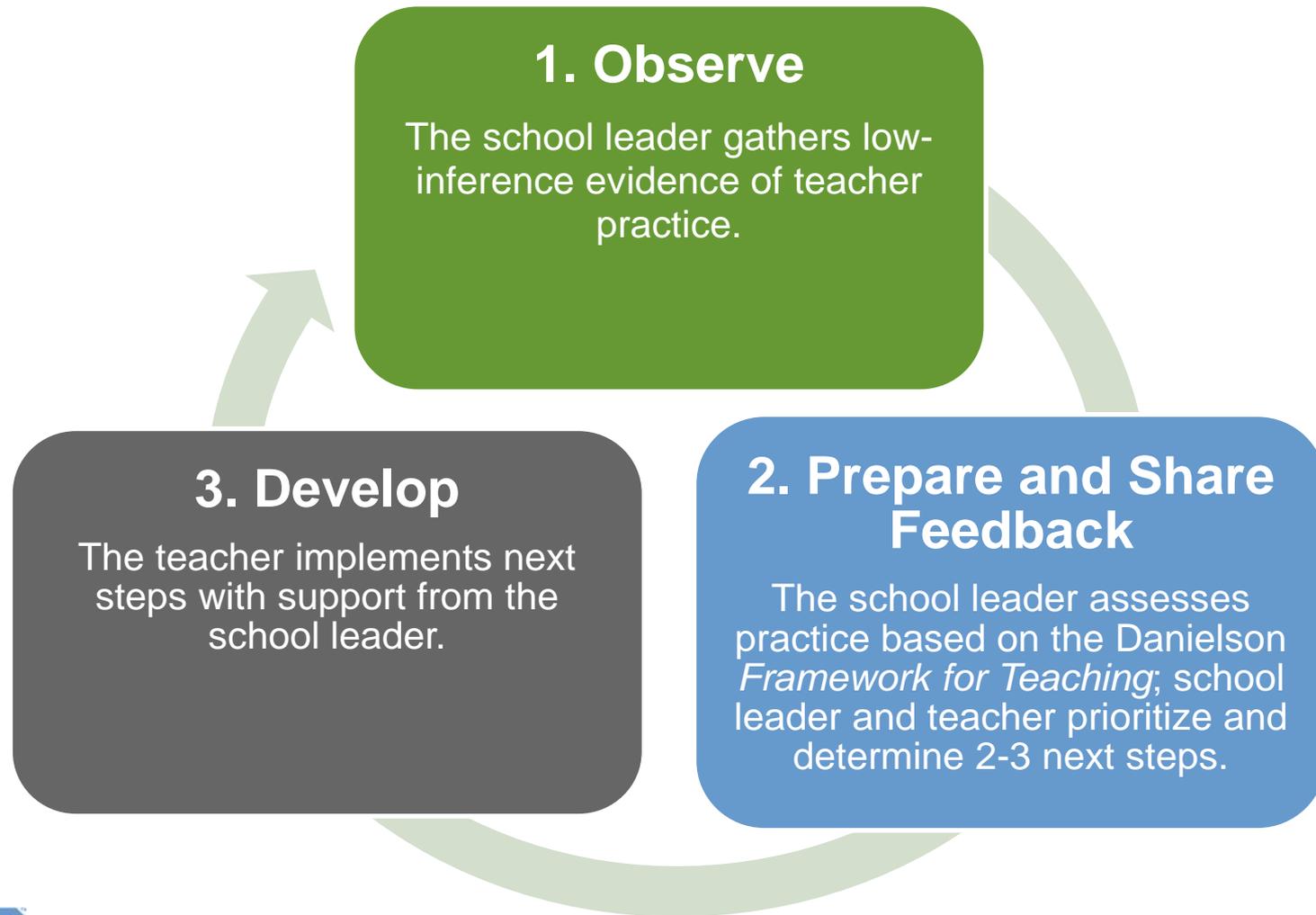
Evidence of Effective / Highly Effective Practice: Domain 1

- [5 min] Review Domain 1 of the *Framework for Teaching*.
- [3 min] Read the brief case study.
- [7 min] Using the language from selected Domain 1 components,
 - Notice features of the case study and make connections to the language of the rubric.
 - What type of artifact might demonstrate the practice to someone who did not witness it?

Evidence of Effective / Highly Effective Practice: Domain 4

- [5 min] Review Domain 4 of the *Framework for Teaching*.
- [3 min] Read the brief case study.
- [7 min] Using the language from selected Domain 4 components, answer:
 - Notice features of the case study and make connections to the language of the rubric.
 - What type of artifact might demonstrate the practice to someone who did not witness it?

A collaborative cycle of observations and feedback drives professional conversations and teacher growth.



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Danielson's *Framework for Teaching* and the Observation and Feedback Cycle

→ Reflection and Planning for Launch

LUNCH

Q&A

Introduction to Measures of Student Learning

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Supports and Resources for Measures of Teacher Practice

Talent Coaches will...	Networks will...
<ul style="list-style-type: none">- Support schools to ensure high quality implementation of Advance- Provide ongoing calibration support on the Danielson <i>Framework for Teaching</i>- Work with networks and schools to ensure effective observation and feedback processes at schools- Ensuring effective time management, planning and data capture strategies for administrators	<ul style="list-style-type: none">- Provide expert instructional support to schools, leading to “Highly Effective” teaching practices and strong learning outcomes for students.- Analyze data to provide targeted PD and support through the year- Support norming and certification processes- Work with Talent Coaches and schools to ensure effective observation and feedback processes at schools

Additional Ongoing Supports

- ARIS Learn training modules aligned to elements of the new system
- Webinars to cover essential information about system components
- Evaluation Support Help Desk
- Teacher Effectiveness page on the NYCDOE Website



Spotlight On: Implementation Resources



Today and throughout the year, DOE will provide schools with **implementation resources** to support with different phases of implementation.

Your first set of resources supports a **strong start**, including:

- Resources adapted from pilot schools successful in teacher effectiveness work
- Planning templates
- Strategies for time management and school systems and structures
- Forms

Reflect and Self-Assess

- Whip-around: Share a successful initiative your school has carried out in the last year, and what made it successful. (10 min)
- Complete the Self-Assessment Tool. (10 min)

Explore Resources

- Based on your self-assessment results, select resources to explore today from the provided menu. (5 min)
- Read and discuss resources. (15 min)

How can your school use or adapt approaches and ideas from the implementation resources to implement Advance with success?

Preparing for Launch

What is one step you or your team will take to prepare your school for a successful launch of Advance?

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Objectives: PM Session

Participants will be able to:

- Communicate how Measures of Student Learning (MOSL) are intended to fit within a coherent system of assessments.
- Articulate implications of various MOSL options for State and Local Measures, as well as the rationale for a school to select particular choices.
- Describe upcoming MOSL-related activities, including the School Local Measures Committee recommendation process and calendar and how to complete the recommendation.



This training is not designed to cover everything you need to know. You will be provided with more support and resources this summer and throughout the year.

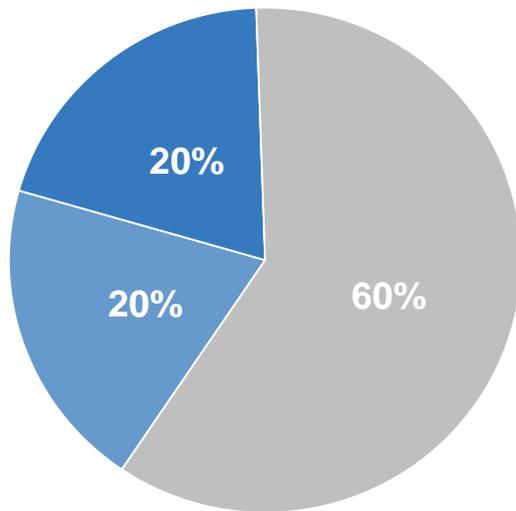
Turn and Talk: Measures of Student Learning

Purpose and Importance

- How do teachers currently measure student learning?
- How do school leaders currently understand their teachers' impact on student learning?
- How do your current methods of assessment help improve student outcomes? What are the challenges and benefits?

Forty percent of a teacher's overall rating will be based on Measures of Student Learning (MOSL).

Advance Teacher Evaluation and Development System



- State Measures
- Local Measures
- Measures of Teacher Practice

All teachers will receive:

- Two different Measures of Student Learning (40%)
 - State Measures
 - Local Measures
- Initial planning conference and summative end of year conference to include discussion of student outcomes
- Multiple measures provide a more valid, robust picture of teacher performance, providing teachers with multiple sources of feedback

Key Terminology

State Measures (20%)	The MOSL category that includes State Assessments or, where there are no State Assessments, a list of allowable assessments that can be used (chosen by principal where there is choice).
Local Measures (20%)	The MOSL category with options chosen by the School Local Measures Committee and submitted to the principal who may accept the recommendation or opt for the default measures.

For each measure, the following three items need to be considered:

Assessment(s)	Student growth is measured based on 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 – this can include students school-wide, in a particular grade level, or only those students a teacher teaches. If the same assessment is selected for the State and Local Measures, the target population for the Local Measures will be the lowest third of students.
Growth Measurements	The method by which student growth is measured on a given assessment. For MOSL, options include teacher/principal goal-setting or growth models.

Overarching Considerations

The following are key considerations schools will need to keep in mind for the first year of implementation:

- The school community will select their Measures of Student Learning annually. Schools will be able to make different selections for subsequent school years.
- Schools should use the DOE-supplied tools to focus on the big critical questions:
 - What assessments and target populations do we use?

E.g. Do we want to use an existing formative assessment such as running records for evaluative purposes, or would we rather use school-wide measures?
 - What will we do for growth measurements?

While goal-setting gives teachers more control, it requires more time and is often less predictive of student growth than growth models.
 - For both decisions, consider:
 - How much time will this take? Do we want to invest this time in light of the other critical work in our school?
 - How does this decision build upon or change current practice in our schools?

Principal Charge

Principals play a role in decisions about both types of Measures of Student Learning.

This includes:

- 1) **State Measures:** Selecting assessments, target groups, and growth measurements for teachers without state pre-determined selections.
- 2) **Local Measures:** Reviewing the School Local Measures Committee* recommendation and either accepting the recommendation or opting for the default measures.



*Principals and UFT Chapter Chairs are encouraged to be part of their School Local Measures Committee.

School Local Measures Committee

Principal selects 4 members*

UFT chapter leader selects 4 members



School Local Measures Committee uses six-step process to make recommendations for Local Measures



Principal may accept School Local Measures Committee recommendation or opt for default measure

- Principals and School Local Measures Committees work together to achieve ideal combination of measures.
- Principal must make final decision by September 9.
- Default option: school-wide student growth.

School Local Measures Committee Charge

School Local Measures Committees will decide on Local Measures of Student Learning for teachers in their school.

This includes:

1) Choosing an assessment and target population. For example,

Grade/ Class	Assessment Choice	Target Population Chosen for Measurement
4 th Grade	<i>NYC Science Performance Assessment</i>	<i>Individual Classroom Performance</i>
6 th Grade Math	<i>State Math Assessments</i>	<i>Individual Lowest Third</i>
US History	<i>State Regents Social Studies</i>	<i>School-wide Performance</i>

2) Choosing a growth measurement for each assessment.

- Goal-setting
- Growth Model



Arriving at Recommendations

Six-Step Process (Estimated time: one hour per step)

- 1 Discuss important **introductory information**.

- 2 Review **assessment options**.

- 3 Finalize **assessment selection**.

- 4 Review **growth measurements**.

- 5 Finalize **growth measurements**.

- 6 Present **recommended approach** to principal.

Resources and Training

The following resources will assist principals and the School Local Measures Committee throughout the decision-making process and implementation:

- **Measures of Student Learning Guide:** You can find more information on assessment and measurement options, as well as sample selections in the Guide, found at <http://www.learn DOE.org/dhr/recording-mosl-overview/>.
- **Interactive Selection Tool:** The DOE will release a tool to select assessments and measurements in August.
- **MOSL Specialists:** Experts to help networks and schools implement in the fall.

Additional training opportunities:

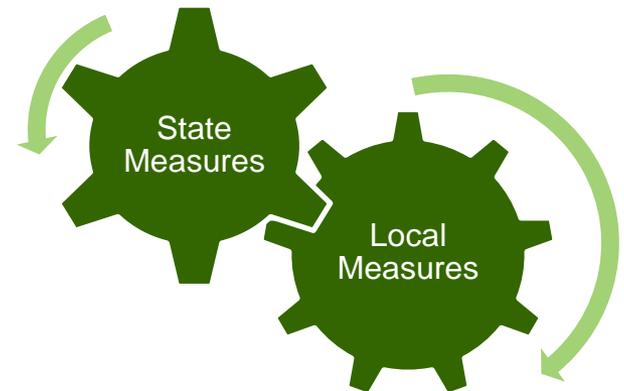
- MOSL Specialists will be providing additional support to networks, who will in turn support schools, as the school year begins.

State and Local Measures

Although principals make decisions about State Measures and the School Local Measures Committee make decisions about Local Measures, these two decisions go hand in hand.

Example:

- Principal reinforces a focus on school-wide learning by selecting a school-wide measure on a State Assessment for a given group of teachers' State Measure.
- School Local Measures Committee then decides to base Local Measure on individual teacher performance on a 3rd party assessment (where possible), for differentiation.



Turn and Talk: State vs. Local Measures



Roles and Responsibilities

- If your School Local Measures Committee is already meeting, how does this information impact conversations to date?
- If your School Local Measures Committee has not yet met, what instructions will you be sure to give them?
- How will you ensure that the principal and the School Local Measures Committee work together effectively?

NYC Assessment Options

The following slides detail the assessment types for NYC schools. Information on assessments available for specific grades/subjects is available in the Measures of Student Learning Guides (<http://www.learn DOE.org/dhr/recording-mosl-overview/>).

The following parameters guided the selection of assessments available for each grade and subject:

- **State rules regarding allowable assessments:** SED released rules about what assessments are allowed in each grade and subject, including specific rules about 3rd Party and NYC Performance Assessments.
- **Assessment quality:** NYC assessment options were evaluated to ensure instructional value, validity and reliability.
- **Security and comparability:** Assessments must be available across all NYC schools and students cannot have access to them prior to administration. School-created assessments are not allowed for outcome assessments.*
- **Existing practice in schools:** Whenever possible, NYC assessment options build upon existing assessment practices in NYC schools.

*While, school-created assessments are not allowed for outcome assessments, schools are permitted to use school-created assessments as baseline data in certain assessments.

Assessment Options

	Assessment Type*	Target Population Options**	Example (K-5)
	State Assessments	Individual Grade School	4-5 Math and ELA State Assessments
	3 rd Party Assessments	Individual School	Scantron
	NYC Performance Assessments (developed w/ NYC Teachers)	Individual	New! (for release this year)

* All assessments developed in conjunction with assessment experts.

** There are some exceptions to these options – see Measures of Student Learning Guide for target population options by assessment.

Note: For teachers without subject-specific assessments, schools may use assessments available for other grades/subjects, including State Assessments, 3rd Party Assessments, and NYC Performance Assessments where available. Teachers of these specialties do not all have to use the same assessment and measurement. See Guide for more information.

Note: Some assessments require selecting accompanying baselines, when students do not have previous test scores to use as a baseline. Schools can choose their own baseline or one of the baselines listed in the Measures of Student Learning Guides.

Assessment Options: State Assessments



State Assessments: Measure the performance of students based on state-created tests.

Considerations:

- Can be used as a school-wide measure by most teachers in a school where a State Assessment is administered.
- If you select the same assessment for the Local Measure as the State Measure, the target population must be a different set of students (e.g. lowest third of students in the class).
- No new assessments or workflow needed, except in cases where no relevant historical testing data is available (e.g. 3rd grade), in which case a baseline assessment must be administered.

Assessment Options: 3rd Party Assessments



3rd Party Assessments: Are created by assessment experts. Assessment format varies (multiple choice, performance based, etc.)

Considerations:

- Only state-approved 3rd Party Assessments can be used. Not all NYC assessments are on this list. A final list will be approved on August 1.
- Not available for all grades and subjects.
- Include both pre- and post-tests.
- Additional administration procedures needed.
- Teachers (per law) cannot score their own post-test results.

Assessment Options: NYC Performance Assessments

NYC

NYC Performance Assessments: Authentic tasks (e.g., evidence based essays), scored against a common rubric. Created by DOE, NYC teachers and curriculum and assessment experts to be used as Measures of Student Learning in teacher evaluation.

Considerations:

- Not available for all grades and subjects.
- Include both pre- and post-tests.
- Require additional time for training, scoring, and recording results.
- Teachers (per law) cannot score their own post-test results.

Turn and Talk: Assessment Options



Assessments:

- What type of assessments does your school currently administer?
- How are these assessments currently used?

Target Population:

- Does your school focus more on school-wide goals and accountability or individual grade/subject accountability?

Conversation Resources: *See assessment options by grade and subject area in Measures of Student Learning Guide.*

Growth Measurement Options

After choosing assessments and target populations, the next step is choosing one of two growth measurements for each assessment.



Goal-Setting: DOE provides targets for how students will perform on assessments that principals and teachers can adjust based on their knowledge of students. Principals approve targets.



Growth Models: DOE 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.

Measurement Options: Goal-Setting



Goal-Setting: DOE will provide predicted targets based on students' baseline and historical achievement and demographic characteristics. Teachers and principals set targets for how students will perform on assessments, based on their baseline performance and other student characteristics. Principals approve teachers' goals.

Considerations:

- Requires schools to allocate additional time and resources for setting targets and recording results in centralized data system.
- May be particularly valuable for teachers/schools with unique student populations or high mobility.
- Will be more challenging in grades and subjects with new or changing assessments.
- Goal-setting can be at the class, grade or whole school level.

Note: If a principal chooses a school-selected baseline for State Measures, the school must use goal-setting as their growth measurement for that assessment.

Measurement Options: Goal-Setting

- 1** Administer baseline assessments (only sometimes necessary).
- 2** DOE sends teachers and schools predicted student targets that describe how individual students are predicted to perform on assessments.
- 3** Teachers review DOE predicted targets. Teachers may choose to adjust these targets based on additional information about their students. Teachers submit student targets to principals.
- 4** Principals approve or adjust student targets. Principals and teachers report finalized student targets.

Measurement Options: Growth Models



Growth Models: DOE 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.

Considerations:

- Do not introduce new work in schools.
- Enable schools to compare student and teacher performance to similar students.
- Give teachers credit for exceeding predicted growth (goal-setting measures if they achieved average growth).
- Results are not available until after assessments have been administered (i.e., the following spring/summer).

Turn and Talk: Growth Measurements

Goal-Setting

- Does your school currently set goals related to assessment performance that are used to drive instruction?
- Is there a desire to either keep doing this or start doing this (knowing that it takes additional time)?
- What existing systems and structures in your school support an authentic goal setting process?

Growth Model

- What are the benefits and challenges of using a growth model over goal-setting?
- In what scenarios does it make sense to use a growth model over goal-setting or vice versa?

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Scoring Overview and Q&A

School Local Measures Committee Case Study #1 – Part A

Grade	Local Measures	State Measures
Gr. 3 Math	Assessment: _____ Target Population: _____ Measurement(s): _____	Assessment: State Math Assessment Baseline: NYC Performance Assessment Target Population: Individual Measurement: Growth Model
Gr. 6-8 Math	Assessment: _____ Target Population: _____ Measurement: _____	Assessment: 6-8 State Math Assessments Target Population: Individual Measurement: Growth Model (SED)
Integrated Algebra	Assessment: _____ Target Population: _____ Measurement: _____	Assessment: State Math Regents Baseline: 8th grade math assessment Target Population: Individual Measurement: Growth Model

For the following practice activity, focus only on the chart row above that pertains to your school level:

- Use the list of assessment options in your packet to select an assessment, baseline assessment (where applicable), and target population (individual*, grade, school) for the Local Measure
- Use the information in this packet to choose a measurement: Goal-Setting or Growth Model

*All teachers whose courses end with a State Assessment are required to use an individual teacher's students growth for their State Measure. This test may be used for a Local Measure if growth is measured from a different set of students (lowest third of students in class). This also applies when the same assessment is selected in the State and Local Measures for a grade or school-wide.

Turn and Talk: Case Study #1 – Part A

Selections

- What were the considerations in choosing an assessment (and baseline assessment where applicable)?
- What were the considerations in choosing a target population?
- What were the considerations in choosing a growth measurement?

Implications

- What are the implications of your choices (e.g., time or changes in instructional practice)? What school-wide changes would you need to make this upcoming year?
- How would you explain this decision to the Math teachers in your school?

*All teachers whose courses end with a State Assessment are required to use an individual teacher's students growth for their State Measure. This test may be used for a Local Measure if growth is measured from a different set of students (lowest third of students in class). This also applies when the same assessment is selected in the State and Local Measures for a grade or school-wide.

School Local Measures Committee Case Study #1 – Part B

Now, imagine that the School Local Measures Committee in your school made the selections in the chart below. Again, focus only on the relevant grade level for your school

Grade	Local Measures	State Measures
Gr. 3 Math	Assessment: 3rd State Math Assessments Baseline: NYC Performance Assessment Target Population: Individual – Lowest Third Measurement(s): Growth Model	Assessment: 3 rd State Math Assessment Baseline: NYC Performance Assessment Target Population: Individual Measurement: Growth Model
Gr. 6-8 Math	Assessment: Scantron Target Population: School Measurement: Goal-Setting	Assessment: 6-8 State Math Assessments Target Population: Individual Measurement: Growth Model (SED)
Integrated Algebra	Assessment: NYC Performance Assessment Target Population: Individual Measurement: Goal-Setting	Assessment: State Integrated Algebra Regents Baseline: 8th grade State Math Assessment Target Population: Individual Measurement: Growth Model

*All teachers whose courses end with a State Assessment are required to use an individual teacher's students growth for their State Measure. This test may be used for a Local Measure if growth is measured from a different set of students (lowest third of students in class). This also applies when the same assessment is selected in the State and Local Measures for a grade or school-wide.

Turn and Talk: Case Study #1 – Part B

Implications

- What are the implications of the assessment (and where applicable, baseline assessment) and target population chosen by the School Local Measures Committee?
- What are the implications of the growth measurement chosen by the School Local Measures Committee?

Response

- If you were a principal serving on the committee, what feedback would you provide to the other members of the School Local Measures Committee?
- Would you agree with the School Local Measures Committee or choose the default option?

*All teachers whose courses end with a State Assessment are required to use an individual teacher's students growth for their State Measure. This test may be used for a Local Measure if growth is measured from a different set of students (lowest third of students in class). This also applies when the same assessment is selected in the State and Local Measures for a grade or school-wide.

School Local Measures Committee Case Study #2

For some grades/subjects, both School Local Measures Committees and principals will have to make decisions about measures. Since no teacher can have the same exact measure twice, it is important that principals and School Local Measures Committees work together.

Grade	Local Measures	State Measures
Arts (Elem)	Assessment: _____ Target Population: _____ Measurement: _____	Assessment : State ELA Target Population: School Measurement: Growth Model
Arts (Middle)	Assessment: _____ Target Population: _____ Measurement: _____	Assessment : State ELA and Math Target Population: School Measurement: Growth Model
Arts (HS)	Assessment: _____ Target Population: _____ Measurement: _____	Assessment : All Regents Target Population: School Measurement: Growth Model

In the example above, the **principal** has selected the State Measures

* If you select the same assessment for the Local Measure as for the State Measure, you must target a different population for each, and may consider the lowest third of performers in a class a separate target population than the class as a whole. The same holds true for grade-wide or school-wide populations.

Turn and Talk: Case Study #2

Implications

- What are the implications of the assessment and target population chosen by the principal?
- What are the implications of the growth measurement chosen by the principal?

Response

- As a School Local Measures Committee, what Local Measure would you choose for the Arts teachers in your school based on your principal's selection?
- How would you explain these choices in measures to the Arts teachers in your school?

*All teachers whose courses end with a State Assessment are required to use an individual teacher's students growth for their State Measure. This test may be used for a Local Measure if growth is measured from a different set of students (lowest third of students in class). This also applies when the same assessment is selected in the State and Local Measures for a grade or school-wide.

Reminder – Roles and Responsibilities

School Local Measures Committee	Principal
<p>Chooses Local Measures of Student Learning for teachers in their school, by selecting:</p> <ul style="list-style-type: none">• Assessment (and where applicable, baseline assessment) and Target Population*• Growth Measurement – either growth model or goal-setting for each assessment <p>Makes formal recommendation to principal</p>	<p>Chooses State Measures for teachers without pre-determined measures (as specified in MOSL Guide) by selecting:</p> <ul style="list-style-type: none">• Assessment (and where applicable, baseline assessment) and Target Population*• Growth Measurement – either growth model or goal-setting for each assessment <p>Discusses options and selections with School Local Measures Committee</p> <p>Accepts the School Local Measures Committee recommendation or opts for the default measures</p>

Work Planning

By September 9th principals must submit decisions regarding measures for teachers in their schools.

Before September 9th:

- Principals must select assessments (and where applicable, baseline assessments), target population, and growth measurements for State Measures for teachers without pre-determined measures.
- School Local Measures Committees must select assessments (and where applicable, baseline assessments), target population, and growth measurements for Local Measures for all teachers.
- School Local Measures Committees must present their recommendation to the principal (if not on the Committee) for approval.
- Principals must either approve School Local Measures Committee recommendation or choose the default option (school-wide measure for all).

Use the planning template provided in your packet to spend some time planning out the work with your team between now and September 9.

Next Steps

Following this training:

- **School Local Measures Committee Update:** Ensure your School Local Measures Committee has any resources and updates coming out of this training.
- **Review Resources:** Review the Measures of Student Learning Guide to better understand the six-step process.
- **Schedule Meetings:** Ensure the School Local Measures Committee has a plan to meet required deadlines – share your thinking from today.
- **Plan for Next Steps:** Discuss how the MOSL work will fit in to the overall evaluation implementation plan for the year.

*Questions? Please contact our help desk:
evaluationsupport@schools.nyc.gov.*

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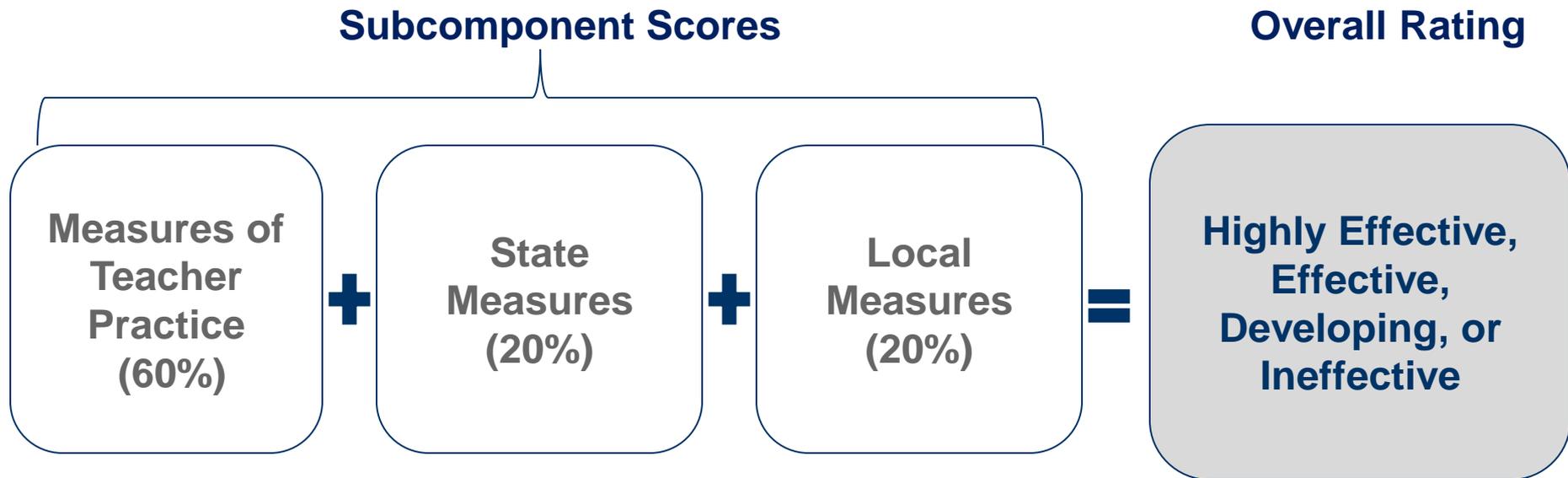
Planning for MOSL Implementation

Scoring Overview and Q&A



Scoring Overview: Determining an Overall Rating

- Every teacher will receive an **overall rating** on a four point scale: Highly Effective, Effective, Developing, or Ineffective (HEDI).
- The overall rating will be based on the sum of **three subcomponent scores**:



Subcomponent Scoring Overview

- The Measures of Teacher Practice subcomponent score is worth 60% of the overall rating and is based on ratings on the Danielson *Framework for Teaching* components. Principals determine ratings based on classroom observations.
- The Measures of Student Learning subcomponent score is worth 40% of the overall rating and is based on State and Local Measures.

*Domain 1 and 4 are weighted at 25%; Domains 2 and 3 are weighted at 75%)

Subcomponent Scoring: Measures of Teacher Practice

The Measures of Teacher Practice subcomponent score is based on ratings on the Danielson rubric components.

Step 1:

Each component of the Danielson rubric is rated

Danielson Component	Rating (1= Ineffective, 2 = Developing, 3 = Effective, 4 = Highly Effective)
2a	2, 3, 3
2b	3, 4
2c	2
2d	3, 2, 4
2e	2, 3

Step 2:

Component ratings are averaged across observations to find Domain Ratings

Danielson Component	Rating (1= Ineffective, 2 = Developing, 3 = Effective, 4 = Highly Effective)
2a	2.68
2b	3.5
2c	2
2d	3
2e	2.5
Domain 2 Rating	2.736

Step 3:

Domain Ratings are weighted and then added to find the Overall Rating

Domain	Rating	Weight	
Domain 1	2.1	12.5%	0.2625
Domain 2	2.736	37.5%	1.026
Domain 3	2.7	37.5%	1.0125
Domain 4	2.9	12.5%	0.3625
Overall MOTP Rating			2.6635

*Domain 1 and 4 are weighted at 25%; Domains 2 and 3 are weighted at 75%

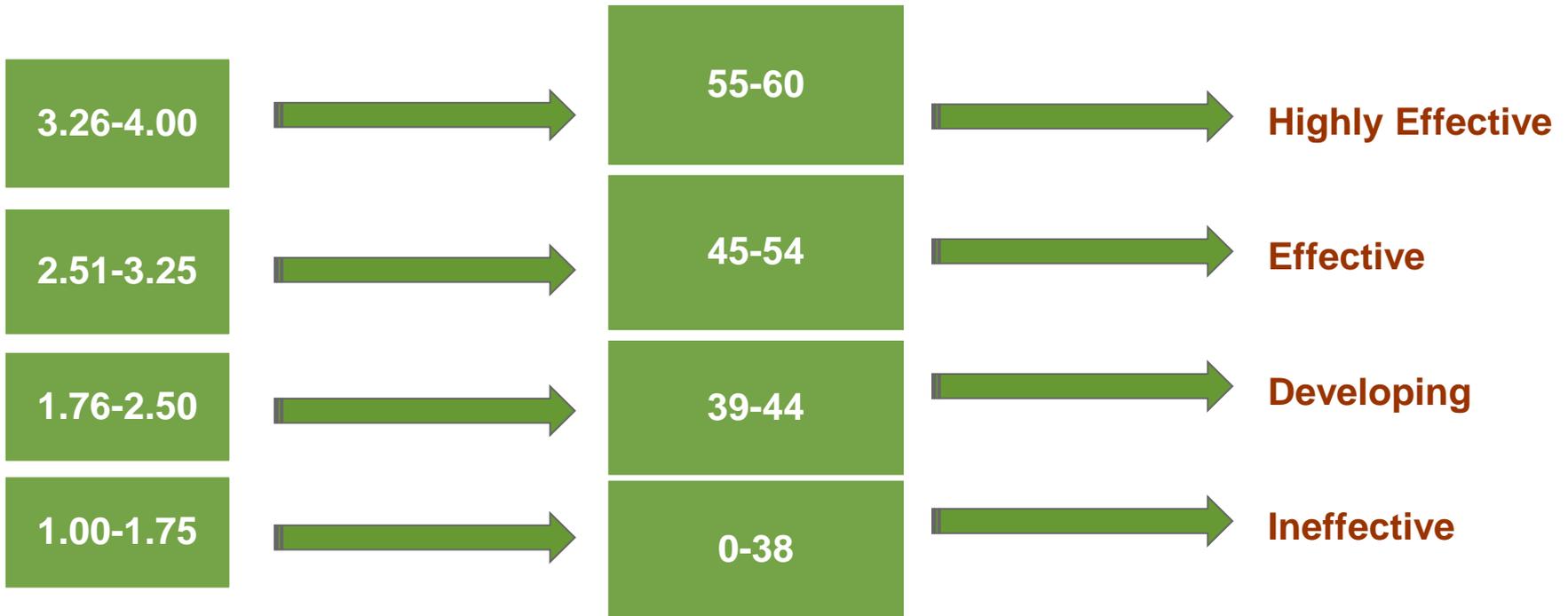
Subcomponent Scoring: Measures of Teacher Practice

Step 4:

The overall MOTP 1-4 rating is converted to 0-60 points

Step 5:

Subcomponent HEDI rating is assigned



Subcomponent Scoring: State and Local Measures

The State Measures and Local Measures subcomponent scores are based on student growth. Growth measurements vary based on SED rules and selections of School Local Measures Committees and principals.

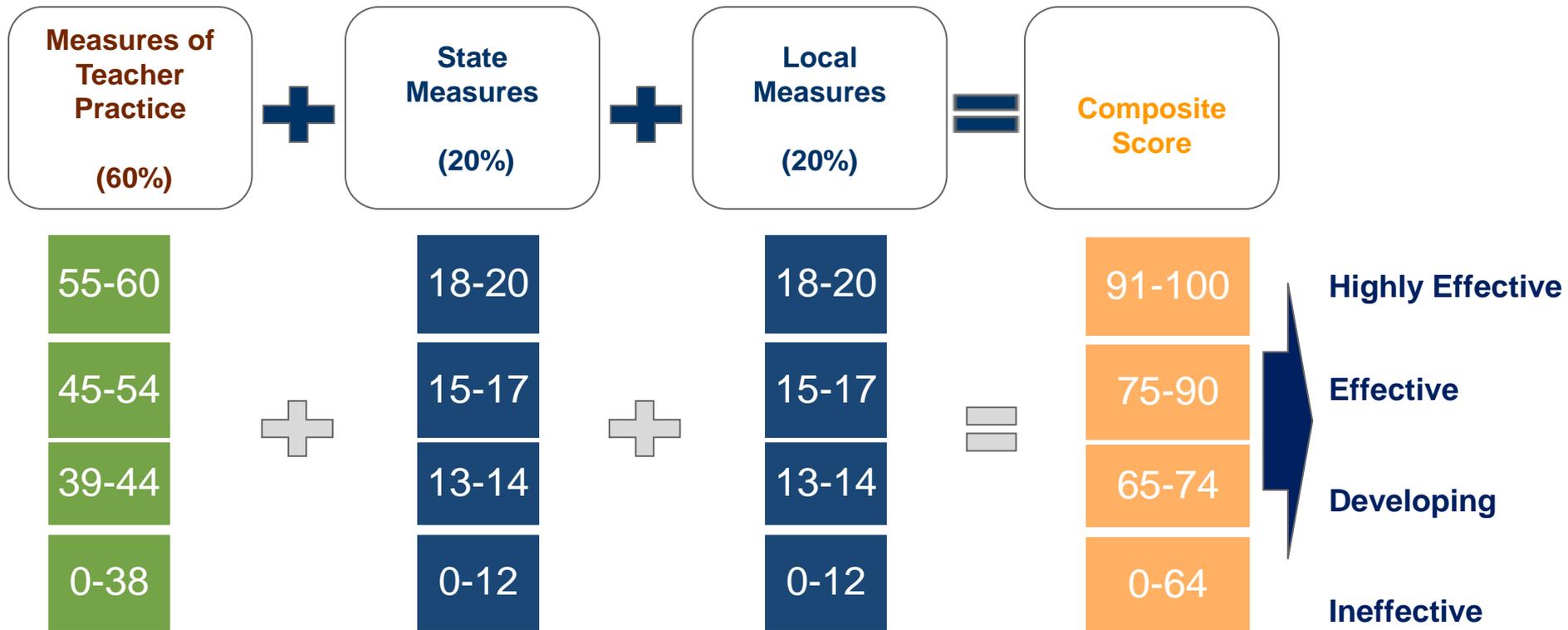
State and Local Measures of Student Learning ratings range from 0-20 points and are then converted to a HEDI rating.

18-20	Highly Effective
15-17	Effective
13-14	Developing
0-12	Ineffective

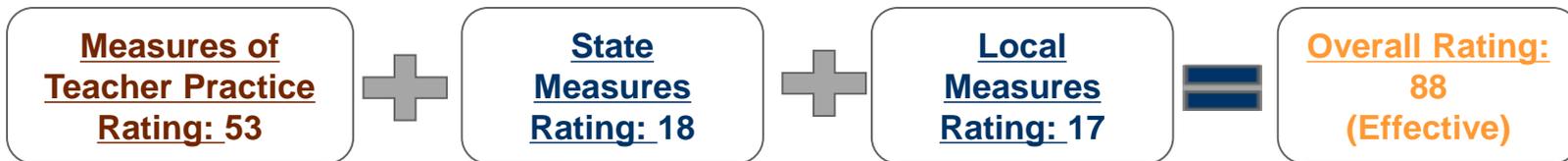
Growth Score Calculations

- **Teachers with state-provided growth model scores:** SED generates 0-20 score based on student growth on State Assessments in grades 4-8 ELA and Math.
- **Teachers whose schools and principals choose to use growth models** for growth measurement: DOE generates 0-20 score based on student growth on NYC Performance Assessments, State Assessments, and 3rd Party Assessments.
- **Teachers whose schools and principals choose to use goal-setting** for growth measurement: 0-20 score based on conversion chart of percentage of students who meet or exceed their targets.

Assigning a Final Rating



Example:



View from the End of the Year

By the end of the year,

- School leaders have observed each teacher's practice 4-6 times or more.
- School leaders have sufficient evidence of teaching practice to rate all 22 components.
- School leaders have discussed feedback with teachers over the course of the year, and teachers have had opportunities for individualized professional development.
- MOSL have been administered, and teachers have discussed student data with school leaders throughout the year to drive improvements in practice.

Connecting to Guiding Principles

Consider with your colleagues how aspects of the new system (at left) connect to our guiding principles (at right).

- *Local Measures*
 - *State Measures*
 - *Initial planning and EOY summative conference*
 - *Danielson Framework for Teaching*
 - *Frequent observations and feedback*
 - *Low-inference notes*
 - *Online and in-person resources*
 - *Evaluator certification*
1. **Instructionally valuable**
 2. **Supports development**
 3. **School-level autonomy**
 4. **Reliable and valid**
 5. **Fair**
 6. **Transparent**
 7. **Feasible**

Advance Question and Answers

What outstanding questions do you have about the information shared today?

