

# NYCDOE's Teacher Evaluation and Development System: *Advance*

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Following the video, reflect on the following question:

How could *Advance* help you reach your goals for your students next year?

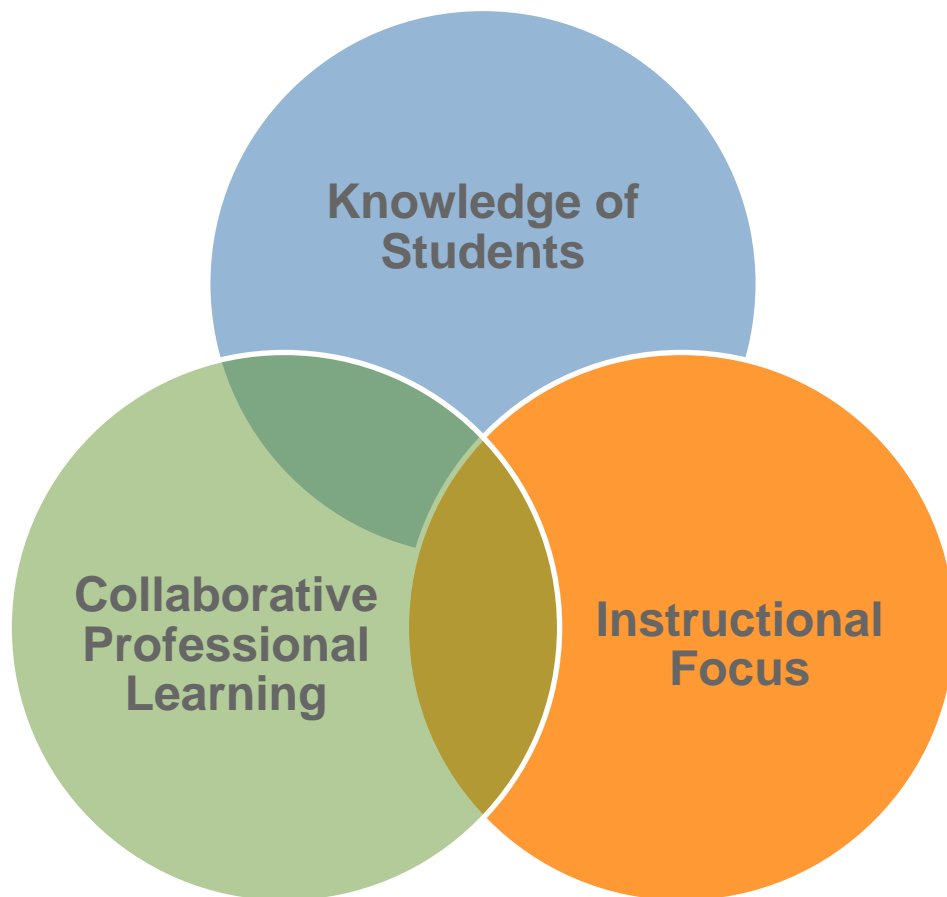
# Agenda

Sessions	Time
How to Use <i>Advance</i> to Support Teaching and Learning for NYC Students	8:30-9:15
Making Meaning of Measures of Teacher Practice in 2014-2015	9:30-10:30
Break	10:30-10:40
Making Meaning of Measures of Student Learning in 2014-15	10:40-12:00
Lunch	12:00-1:00
Afternoon Session #1	1:15-2:30
Break	2:30-2:45
Afternoon Session #2	2:45-4:00



**Advance**, our teacher evaluation and development system, supports a unifying vision for students and is a key part of the Citywide Instructional Expectations.

*Advance* is designed to support the vision of effective teaching in every classroom so all students graduate college and career ready.



# Measure of Teacher Practice and Measures of Student Learning are mutually reinforcing processes.

Together, they provide a more complete picture of a teacher's practice.

## MOTP

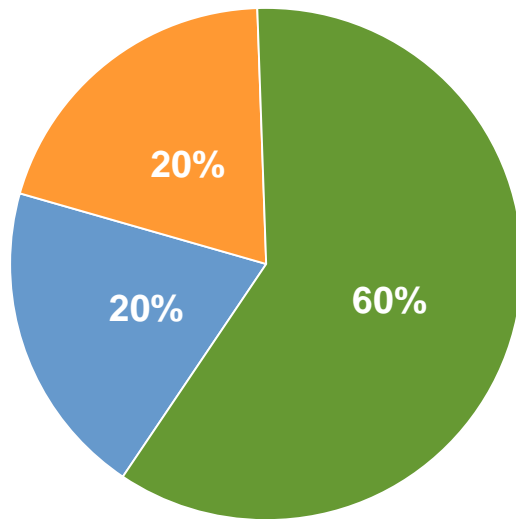
- ✓ Establishes a **common language** and increases dialogue
- ✓ Provides **snapshots** at various points throughout the year

## MOSL

- ✓ Assessment data can be used to inform a teacher's instruction and professional development
- ✓ Provides information on a teacher's performance **over the course of an entire year**

# Advance Components

## Advance Teacher Evaluation and Development System



■ State Measures

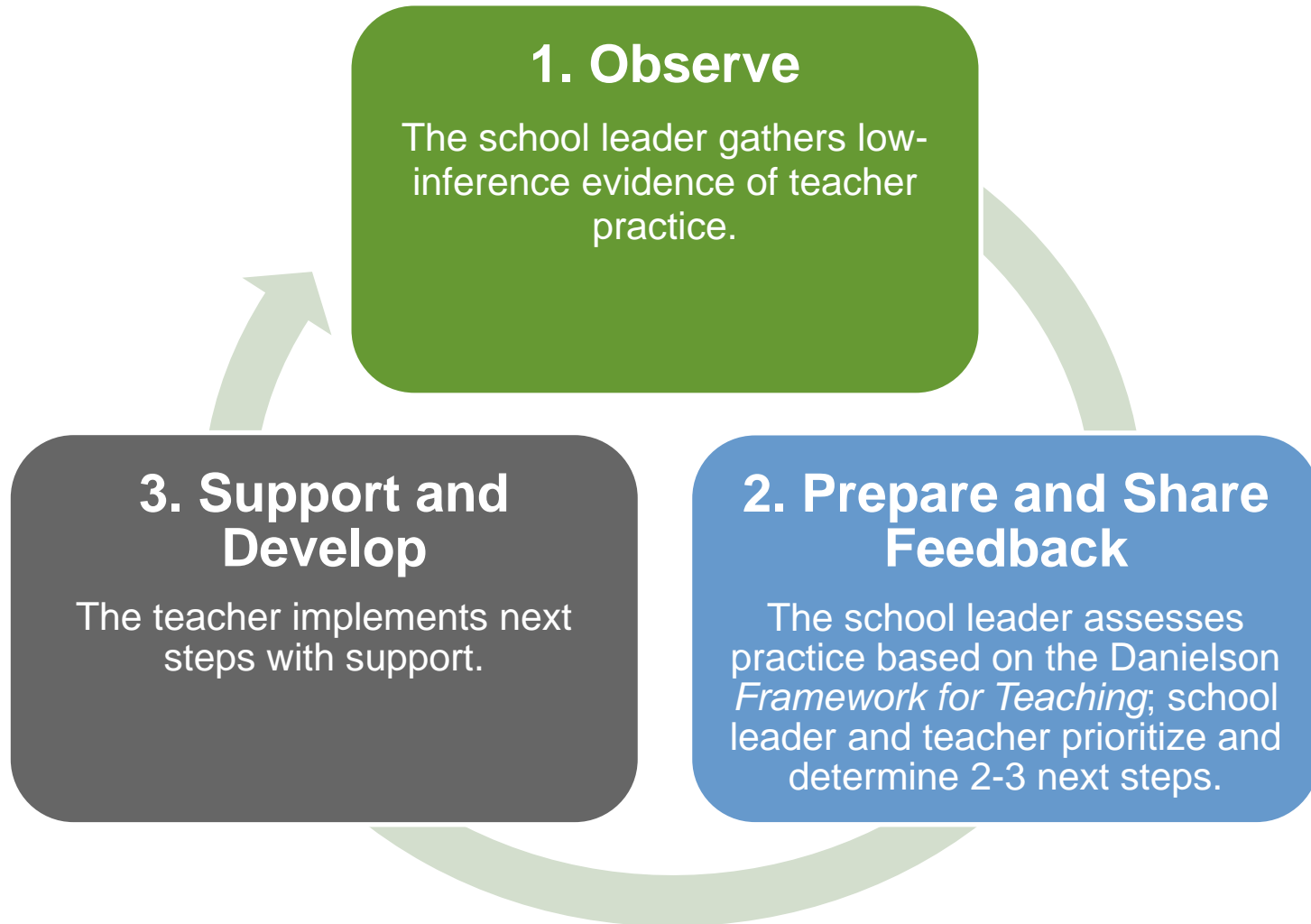
■ Local Measures

■ Measures of Teacher Practice

## All teachers will receive:

- Initial Planning Conference and Summative End of Year Conference
- Choice between observation options
- Written and/or verbal feedback
- Two different Measures of Student Learning
  - State Measures (20%)
  - Local Measures (20%)

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



# This year, we hope key changes to MOSL will help further support schools' instructional priorities.



Measuring student learning allows educators to better understand their students' strengths and how best to support them.



By collaboratively making thoughtful MOSL selections, schools can measure student growth in meaningful ways that reinforce their instructional priorities.



**Teachers** can incorporate assessment results into their comprehensive strategies for supporting students' academic development throughout the year.

**School leaders** can work with their instructional teams to incorporate assessment results into comprehensive strategies for supporting students' academic development throughout the year.

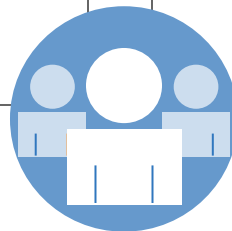


# Your hard work during the first year of *Advance* implementation led to positive changes in our schools.

Teachers and administrators have shared that *Advance* has improved feedback and fostered a common language for effective teaching.

We've heard that teachers are receiving more actionable feedback about their performance under *Advance*.

We've heard that *Advance* provides a common language for schools to discuss effective instruction.



*\*Based on school leaders who answered "strongly agree," "agree," or "somewhat agree" to related questions on the Advance Mid-Year School Leader Survey, administered citywide in March -April 2014 (n = 2,716). Teachers have shared similar sentiments in recent town halls and focus groups.*

# Your honest feedback helped us identify key changes that will further support schools' instructional priorities.

## Overarching Changes to 2014-2015 *Advance Implementation*<sup>1</sup>

Increased focus on instruction and teacher development

Streamlined and simplified implementation processes

Expanded options for measuring teacher practice and student learning

More time

# The DOE and UFT have a shared commitment to continued collaboration to make *Advance* meaningful for schools.

## *Central MOSL Committee*

- ✓ Explore additional assessment options so that teachers can have assessments in the content area they teach
- ✓ Explore additional options for measuring student growth (e.g., portfolios, project based learning)
- ✓ Collaborate on *Advance* resources and materials

# Advance in 2014-2015: Increased Focus on Teacher Development

## Observation Rubric

- ✓ The entire Danielson *Framework for Teaching* is used for formative purposes, but teachers are only rated on 8 components:

1a: *Demonstrating Knowledge of Content & Pedagogy*

3b: *Using Questioning & Discussion Techniques*

1e: *Designing Coherent Instruction*

3c: *Engaging Students in Learning*

2a: *Creating an Environment of Respect & Rapport*

3d: *Using Assessment in Instruction*

2d: *Managing Student Behavior*

4e: *Growing & Developing Professionally*

- ✓ Domains 2 & 3 are weighted more heavily than in 2013-14

## Observation Feedback

- ✓ Evaluators provide feedback to teachers within 15 days of an observation and complete an evaluator form within 45 days of an observation
- ✓ Evaluator Form may include Domain 1 or 4 evidence observed within 15 school days prior to observation as part of the assessment of teacher's preparation and professionalism

# Advance in 2014-2015: Streamlined & Simplified Processes

## ***MOTP Ratings Process***

- ✓ Focus on eight components from the 2013 Danielson *Framework for Teaching*
- ✓ Teacher artifacts eliminated
- ✓ Evaluators may rate Domain 1 and Domain 4 components for informal observations under observation options 1 and 2
- ✓ Informal and formal observations are worth equal weight
- ✓ Final MOTP scores are based on the average of Overall Component Scores, which are calculated by averaging each component score rated on Evaluator Forms

## ***MOSL Ratings Process***

- ✓ Goal setting scoring system allows for reasonable goals for student learning

# Advance in 2014-2015: Expanded Options for Measuring Teacher Practice and Student Learning

## *MOSL Selections*

- ✓ New York City Performance Assessments will be available, but are no longer required for use as Measures of Student Learning (MOSL)
- ✓ Additional assessment options provide more teachers with MOSL selections in the grade/subject they teach
- ✓ Baseline assessments are now optional
- ✓ Additional target population and subgroup options help schools make decisions that make sense for them

## *MOTP Observation Options*

- ✓ Additional third observation option for teachers rated Highly Effective in 2013-2014

# Advance in 2014-2015: More Time

## *Student Surveys*


- ✓ Student surveys will be piloted in all schools during the 2014-2015 school year; during the pilot, student surveys will not be used for evaluative purposes

## *MOSL Activities*


- ✓ Extended deadlines for MOSL selections, as well as for goal submission & finalization
- ✓ Additional time for MOSL activities at the beginning and end of the school year

# View from the End of the Year

*By the end of the year...*




**Teachers** feel supported in developing their practice and improving student learning.




**School leaders** feel supported in actively engaging in the collaborative cycle of observation, feedback, and support.

**The focus of *Advance* is supporting teaching and learning**



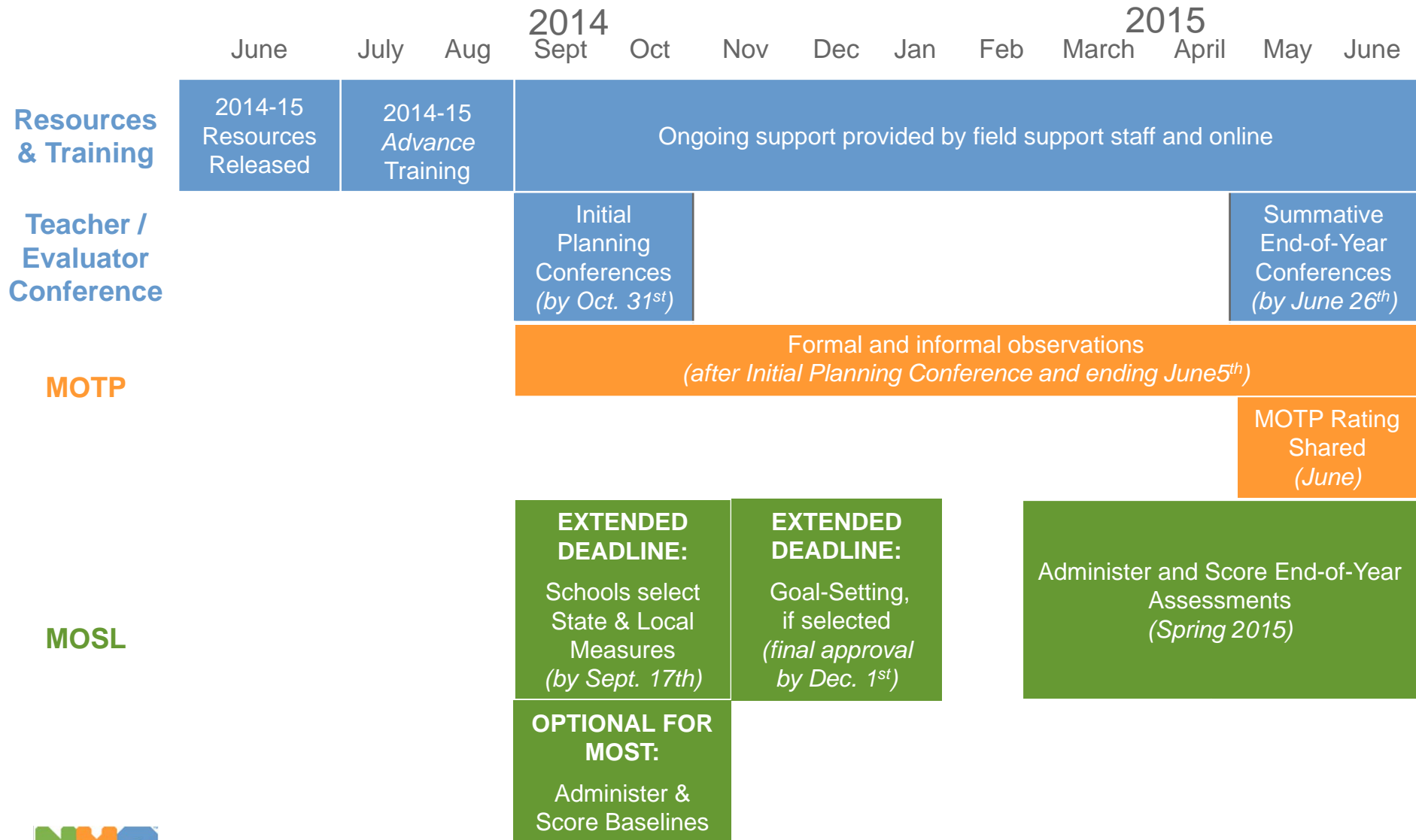
**Teachers** used MOSL assessments throughout the year to drive instruction and improve their practice.



**Schools** made meaningful Measures of Student Learning decisions that reinforce their instructional priorities and assessment strategy.



# These changes will lead to some changes in timing for the implementation of *Advance*, though many key dates will remain the same as they were this year.



Final *Advance* rating sent to teachers by September 1, 2015.

# Advance Questions and Answers

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

