

Introduction to NYCDOE's New Teacher Evaluation and Development System

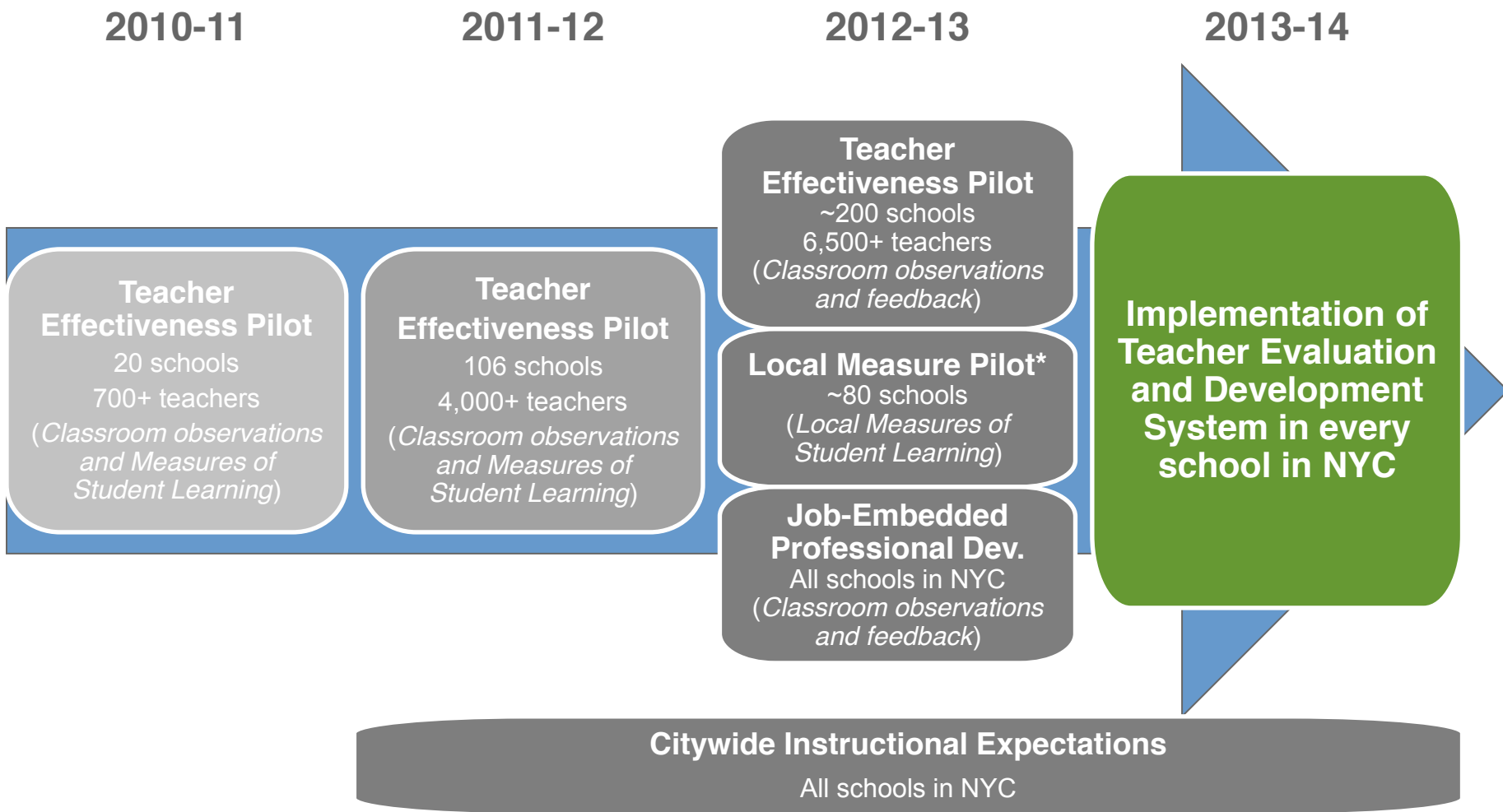
Guiding Principles of the DOE's Teacher Evaluation and Development System

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.

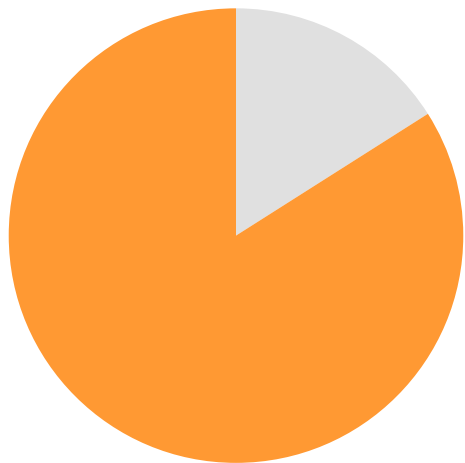
History of the DOE's New Teacher Evaluation and Development System



* Research on Measures of Student Learning in 2012-13 took place in a separate Local Measure Pilot, in which NYC educators from 10 lab sites and 70 other schools worked with national assessment experts to design and test performance tasks.

Lessons Learned from the DOE's Three-Year Research Study on Teacher Evaluation and Development

84% of school leaders surveyed agreed that implementing the pilot model at their school increased student achievement outcomes for all of their teachers.



What Teachers Said:

"[I spend] significantly more time...watching students learn, analyzing and discussing instruction."

"The whole school is now talking about teaching practice, using common language and common focus points."



Key Requirements of the DOE's New Teacher Evaluation and Development System

Measures of Teacher Practice (60%)

- All teachers receive an Initial Planning Conference and a Summative End of Year Conference
- Minimum of 4-6 observations using Danielson's 2013 *Framework for Teaching*
- Teachers can choose the type of observations they receive
- Verbal and/or written feedback must accompany all observations
- Student surveys comprise 5 points for teachers in grades 3-12 (for stakes in 14-15)

State Assessments or Comparable Measures (20%*)

- Teachers in grades 4-8 ELA and Math will be assigned a score by the state for one of their measures
- Principals will assign other teachers with another assessment from a DOE-provided menu of options

Local Measures (20%*)

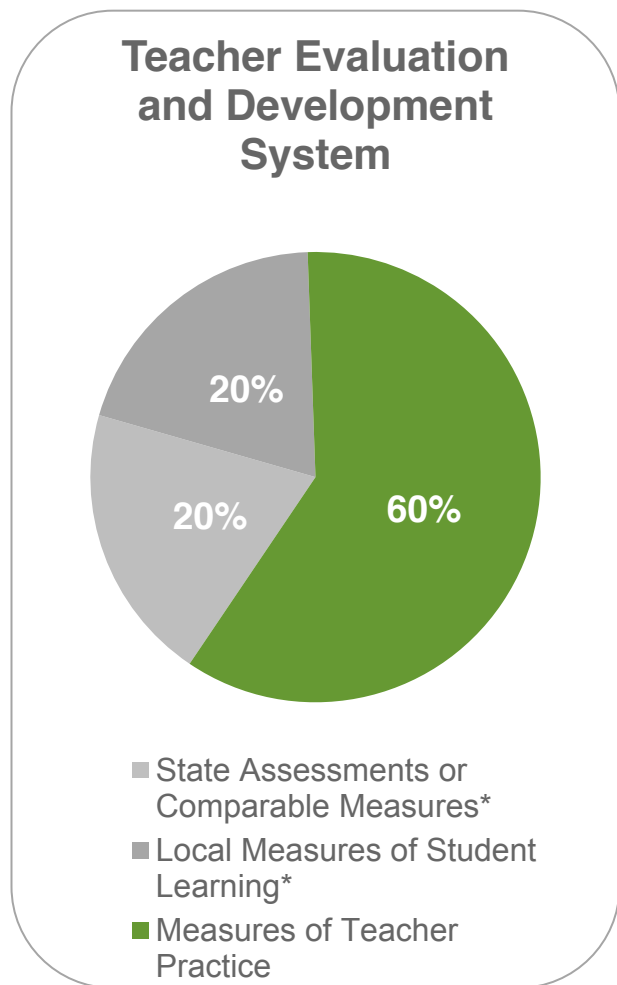
- School committees make recommendations to principal from DOE-provided menu of options
- Principal accepts the recommendation or opts for school-wide growth measure

Other System Requirements

- All teachers receive summative rating by September of the following school year
- All principals will be certified annually by NYCDOE
- All teachers rated "Developing" or "Ineffective" will implement a Teacher Improvement Plan in the following school year
- All teachers rated "ineffective" will also receive observations from an Independent Validator in the following school year

** If the state approves a value-added measure, the State Assessments or Comparable Measures subcomponent will be worth 25% (and Local Measures worth 15%) for teachers of Grades 4-8 ELA and Math.*

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



All teachers will receive:

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

Teachers in Grades 3-12 will receive:

- Student Feedback via Tripod Student Survey (pilot in 2013-14; worth 5 of 60 points beginning in 2014-15)

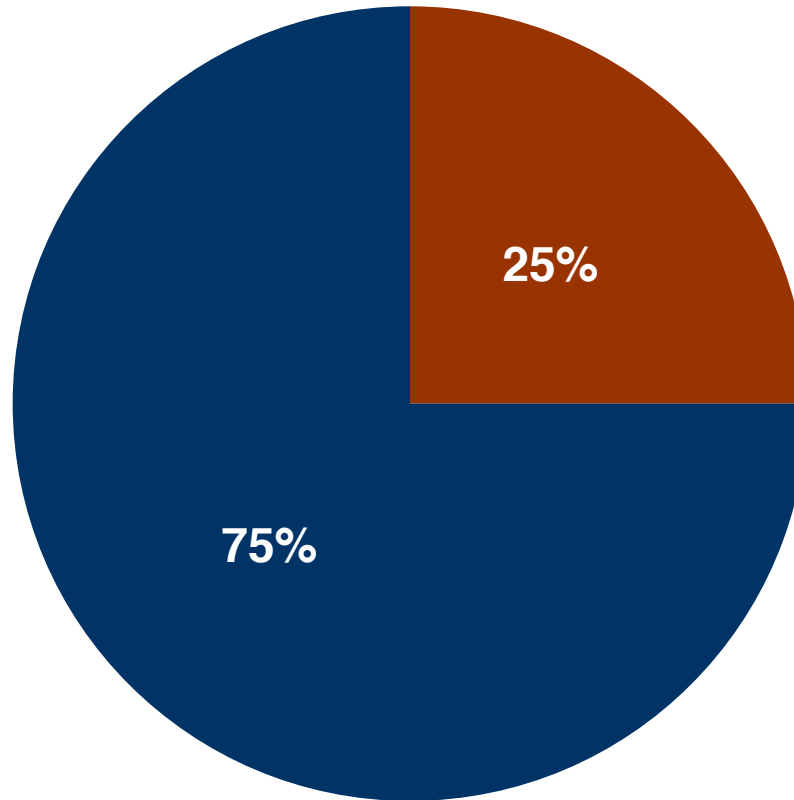
** If the state approves a value-added measure, the State Assessments or Comparable Measures subcomponent will be worth 25% (and Local Measures worth 15%) for teachers of Grades 4-8 ELA and Math.*

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

All teachers and school administrators will participate in two or more conferences to support their engagement in the new teacher evaluation and development system.

Conferences

Initial Planning Conference

- School administrator and teacher meet to discuss expectations for evaluation and development system throughout the year
- Teacher selects option for observations (see next slides)

Pre- and Post-Observation Conferences

- Mandatory for formal observations
- Optional for informal observations
- Pre-conference and initial planning conference can be combined at the teacher's request

End of Year Conference

- School administrator and teacher discuss evidence of performance across the year and ways to improve teaching practice
- This conference allows the school administrator to collect information and inform the rating of the teacher's practice along the components of the Danielson *Framework*

All teachers and school administrators exchange certain information to facilitate the accurate assessment of and support of a teacher's practice.

Documentation

Review of Teacher 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

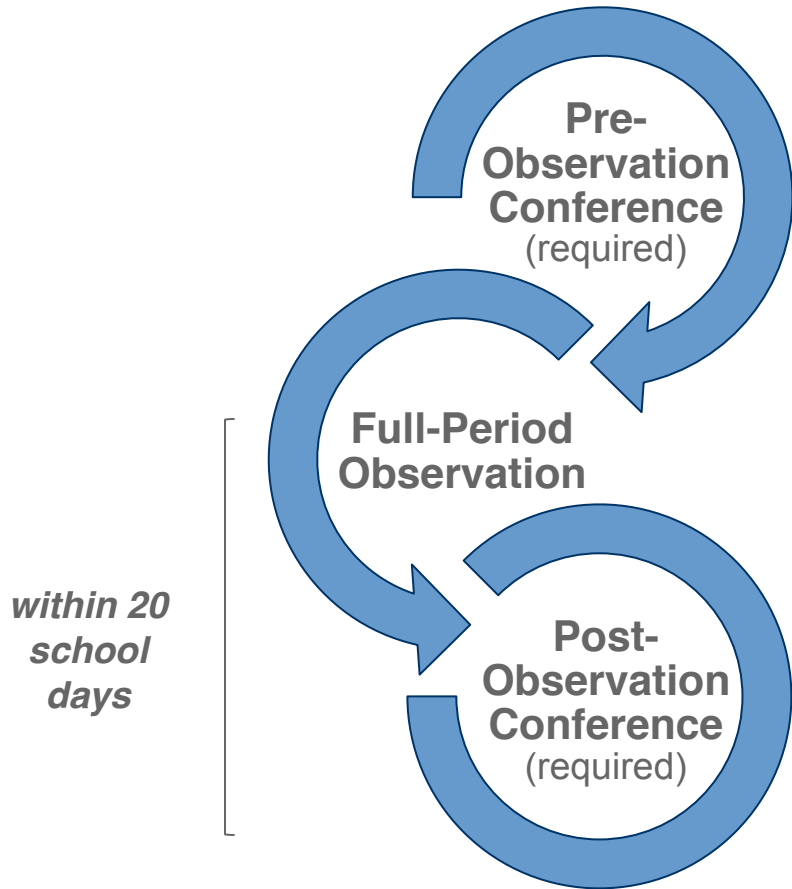
- School leaders prepare a short, succinct Observation Report for each observation using a specific form provided by the City
- Reports must be shared with teachers after the post-observation conferences (for formal observations) or after feedback (for informal observations) within 90 school days

Additional Evidence

- School leaders conduct additional observations and/or request additional artifacts if more evidence is needed for any component

Teachers can choose between two approaches for classroom observations. Both options reduce tedious process points and reporting requirements while emphasizing a focus on observations and succinct feedback to teachers. Option #1:

At least 1 Formal Observation:



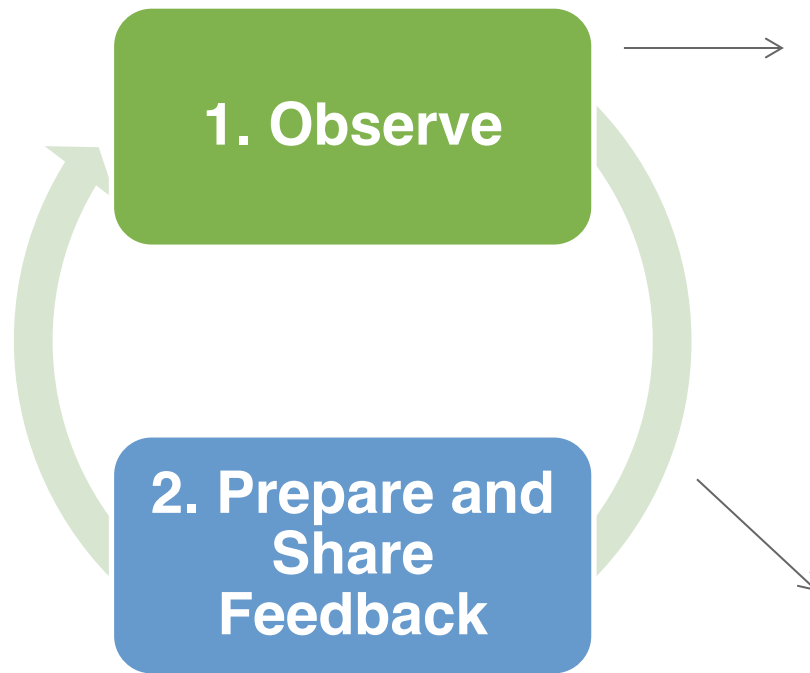
- An individual, in-person pre-observation conference to discuss the lesson being observed and review artifacts
- Can occur during the Initial Planning Conference at the teacher's request
- Teacher may provide up to two artifacts
- Can be videotaped with teacher's permission
- At the meeting, the date of the observation will be determined
- 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

Teachers can choose between two approaches for classroom observations. Both options reduce tedious process points and reporting requirements while emphasizing a focus on observations and succinct feedback to teachers. Option #2:

At least 6 Informal Observations



Observations

- Can all be unannounced
- Minimum of 15 minutes
- No limit on number of informal observations
- Can be videotaped with teacher's permission

Feedback

- No requirement for pre- or post-observation conference
- Feedback must be provided after each observation in any format (e.g. email, note in teacher's box, conference)
- Observation reports are provided to the teacher and placed in the file within 90 school days of the observation

Teachers and school leaders can look to a wide range of artifacts to inform an assessment of a teacher's practice. Examples of artifacts include but are not limited to:

- Unit plan with all component parts (essential questions, skills/knowledge, assessments, and aligned lessons)
- Teacher created assessments (formative or summative)
- Analysis of student work
- Video or audio of student performance assessment
- Student behavior plan
- Back to school night or Open House agendas
- Evidence of participation in local, state, or national professional organizations
- Evidence of attendance in PD sessions focused on Data Driven Instruction, Common Core, or APPR
- Student achievement data
- Parent surveys
- Curriculum leadership evidenced by participation in teacher team and/or grade level planning

Student Surveys as Measure of Teacher Practice

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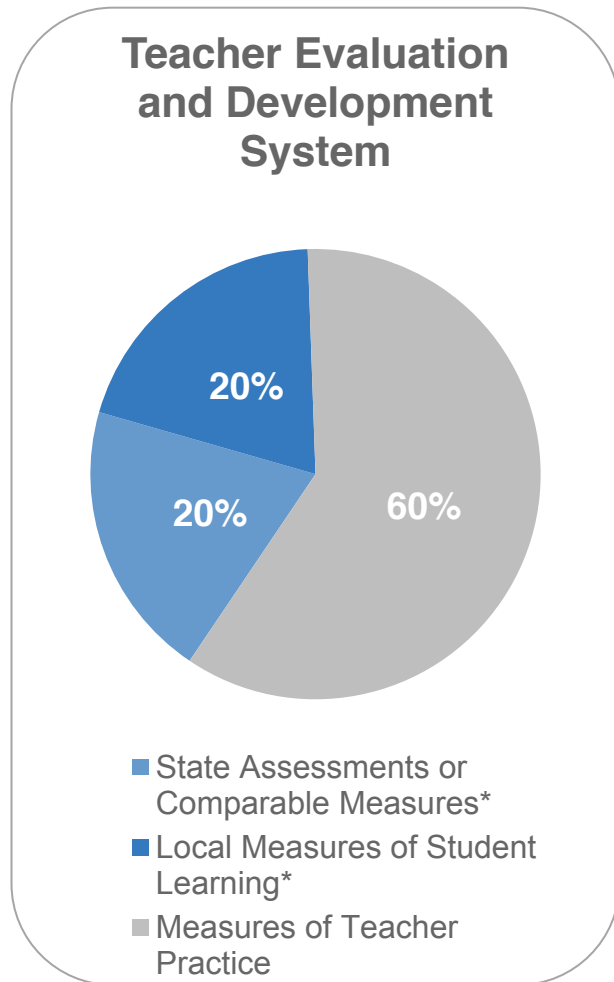
“Tripod surveys capture key dimensions of classroom life and teaching practice as students experience them. Surveys can deliver valid, reliable, and detailed insights on teaching and learning.”

- From Commissioner King Decision, Appendix E of the *Determination and Order* for NYCDOE’s new teacher evaluation and development system

- **2013-14:** Piloted with no stakes, however, teachers will receive survey data for formative purposes
- 2014-15 and beyond: Worth 5 points out of the **60 points total for each teacher’s** overall MOTP rating
- Teachers in grade 3-12 will use the Tripod Student Survey as part of their Measures of Teacher Practice.
- The Tripod survey generates information about how students experience teaching practice and learning conditions in the classroom, as well as information about how students assess their own engagement
- Samples of the types of questions asked include
 - In this class, it is important for me to thoroughly understand my classwork
 - My teacher makes sure that I try to do my best.
- Teachers who have fewer than 10 students take the survey will not receive a rating to ensure student confidentiality.

Surveys will be conducted in Spring 2014; more information will be available closer to administration.

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



Measures of Student Learning (40%)

- Every teacher will have 2 different measures of student learning
 - State or comparable measure
 - Locally-selected measure
- Multiple measures provide a more valid, robust picture of teacher performance, providing teachers with multiple sources of feedback

** If the state approves a value-added measure, the State Assessments or Comparable Measures subcomponent will be worth 25% (and Local Measures worth 15%) for teachers of Grades 4-8 ELA and Math.*

State growth or comparable measures are selected by the state and principals (20%*).

- **Teachers of 4–8 math and ELA** will be evaluated using State-provided growth or value-added scores
- **Teachers of other courses leading to State tests** will be evaluated using growth on State assessments (Regents exams, 4th and 8th grade science, 3rd grade math and ELA, NYSAA, NYSESLAT)
- **Teachers without State tests** will be evaluated using assessments selected by the principal including:
 - **NYC performance assessments** aligned to the Common Core (e.g., research papers)
 - **3rd party assessments** currently used in NYC schools
 - **Group measures** based on school-wide growth on State assessments
- **June (TBD):** The DOE will provide a menu of options to schools of assessments and how they will be used to calculate teachers' scores:
 - **Student Learning Objectives (SLOs):** The state has created detailed rules re: which courses, subjects, students, and assessments need to be included in teachers' scores and how these scores should be calculated (called SLOs). The DOE will create recommendations and tools that principals and teachers can use to simplify this process for schools.

**25% for grades 4-8 ELA and math if State approves a value-added model*

Local measures constitute 20% of the student learning measure rating.

General Options (specific options will vary based on grade/subject)

- **NYC performance assessments** aligned to the Common Core (e.g., research papers)*
- **3rd party assessments** currently used in NYC schools
- **State assessments**
- **Group measures** based on school-wide growth on assessments
- **Default choice:** School-wide growth on assessments
 - Principals can choose the default if either 1) they do not believe it is appropriate to implement the Committee's recommendation or 2) if the Committee cannot agree

Local measures (20%): Teachers have a voice in selecting local measures of student learning

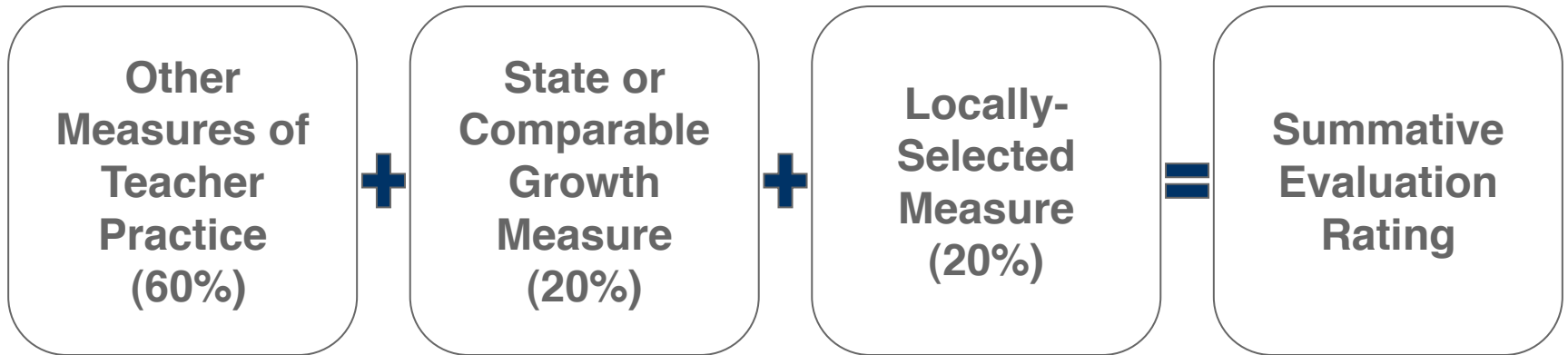
School Committee

Every school will establish a Committee to recommend local measures to the principal who accepts the recommendation or applies the default option

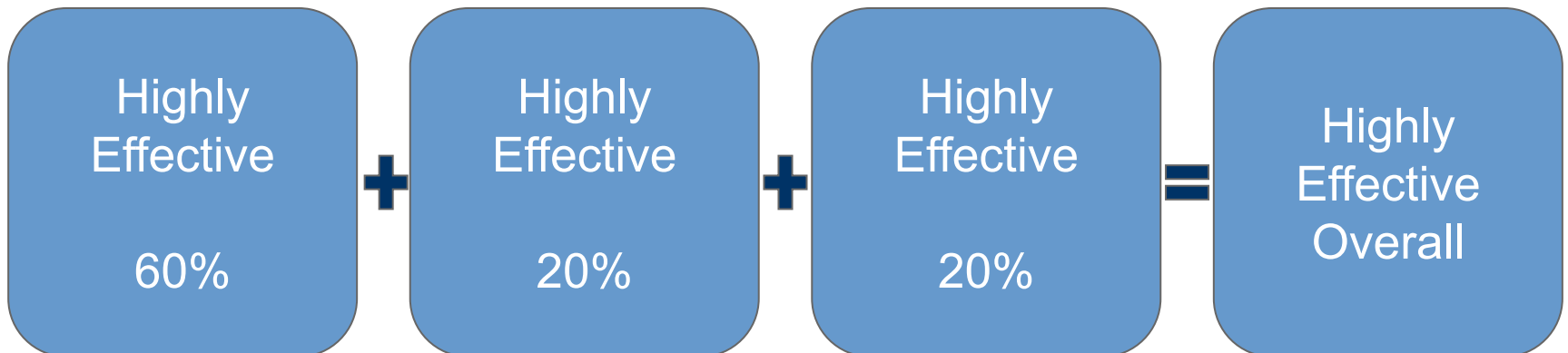
- **June (TBD):** The DOE will provide a menu of options to schools of assessments and how they will be used to calculate teachers' scores
- **June 18:** Members of committee named so principals can select their local measures by the first day of school.*
 - Four members identified by UFT Chapter Chair
 - Four members (teachers and/or administrators) selected by Principal

* The DOE will provide additional guidance to principals about the creation of school committees.

Every teacher will receive an overall summative rating based on multiple measures of teacher effectiveness.



Example



Principals must be certified by the DOE as lead evaluators in the evaluation and development system as a requirement of state law.

- 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 webinar describing system	June 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*)

*Secondary evaluators are Assistant Principals who are evaluating teachers.

How are independent validators utilized in the teacher evaluation and development system?

Independent Validators

- All teachers who receive an “Ineffective” rating will be observed by an independent validator in the subsequent school year.
- The job of the independent validator is to validate the school leader’s rating of the teacher.
- The validator conducts three informal full-period observations of the teacher in person or via video (validator choice).
- To ensure objectivity, the validator does not have contact with the teacher or evaluator and provides their assessment of the teacher’s practice at the end of the rating period.

How are teacher improvement plans utilized in the teacher evaluation and development system?

Teacher Improvement Plans

- All teachers rated “Developing” or “Ineffective” receive a teacher improvement plan (TIP) within the first 10 days of the subsequent school year.
- TIPs for teachers rated ineffective are developed in consultation with the teacher through the in-person Initial Planning Conference.
- For teachers receiving a TIP, the Initial Planning Conference must be held within the first 20 days of school. Since the TIP must be received within the first 10 days of the school year, the teacher may receive the TIP prior to the Initial Planning Conference. For teachers with an ineffective rating, a union representative can be present at the teacher’s request.
- The TIP should assist teachers to work to their fullest potential, provide resources, assistance, and clear feedback, and establish a timeline for assessing his/her growth.
- The TIP should in no way be seen as disciplinary and should be seen by all as a way to improve a teacher’s effectiveness through professional development
- Administrators and teachers will meet again between January and April to assess progress. The teacher is responsible for providing evidence to the evaluator demonstrating the progress they are making toward improvement.
- Teachers who receive a TIP also have the End-of-Year conference with their evaluator.

Additional information on the TIP process is forthcoming. Teachers who receive two consecutive years of Ineffective ratings can be exited from the system.

Teachers will have access to many support structures to learn more about the DOE's new system of teacher evaluation and development.

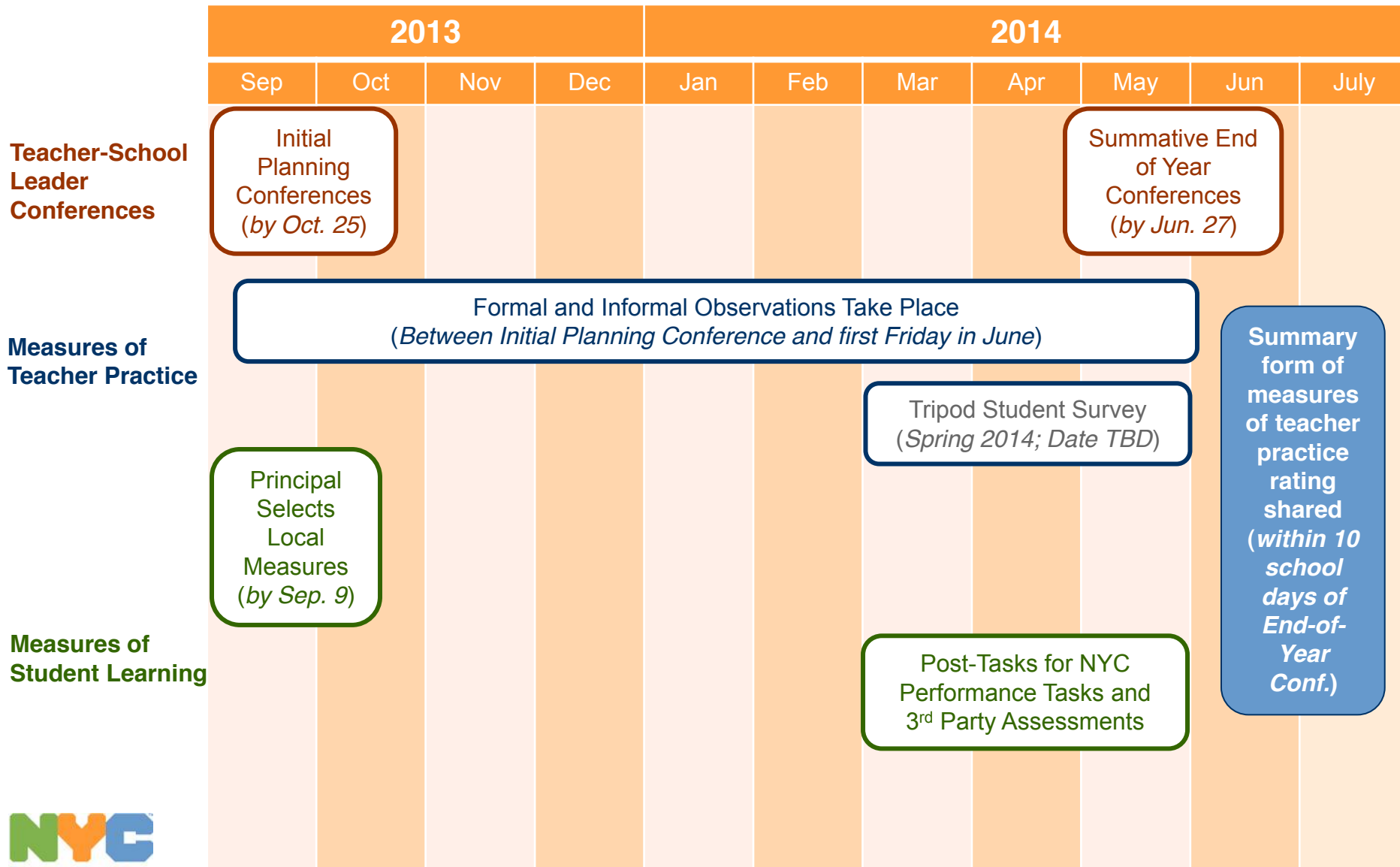
In-Person Supports

- In-school PD on the new teacher evaluation and development system
- District-based information sessions led by superintendents
- Borough-based trainings on the Danielson *Framework for Teaching* led by DOE instructional leaders
- Citywide Teacher Training led by the Danielson Group
- School-team training for 2-3 teachers (including chapter chair) with principal and AP

Additional 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

2013-14 Teacher Evaluation and Development Timeline



Next Steps

Principals: please email EvaluationSupport@schools.nyc.gov with the subject line Webinar Attendance Confirmation to confirm your participation in today's session.

Questions?

- Email the EvaluationSupport@schools.nyc.gov help desk to answer questions that arise as your school begins to understand and implement the new expectations and processes.
- Extensive professional development resources on the Danielson *Framework* are available on [ARIS Learn \(http://learn.arisnyc.org\)](http://learn.arisnyc.org) To date, more than 30,000 teachers have accessed these resources, which can be utilized individually or in teams.
- The Teacher Effectiveness page on the DOE's website will continue to provide updates(<http://schools.nyc.gov/Offices/TeacherEffectiveness>)