



أهلاً بكم স্বাগতম 歡迎 Welcome Bienvenue Byenveni 환영합니다 Добро пожаловать Bienvenidos خوش آمدید

Children First. Always.

search:

Parents and Families Students Employees Community and Partners

Home Background About Advance Resources For Families Contact Us

DOE Home Page > Offices & Programs > Advance > About Advance > Student Learning

Student Learning



Why Include Measures of Student Learning?

Advance is founded on the beliefs that all students can achieve, no matter their life circumstances, and that teachers are the most important school-based factor in influencing that achievement. Understanding how students are performing is a crucial step toward recognizing outstanding teaching and encouraging meaningful improvements in teaching and learning. With Advance, schools will be able to prioritize feedback and professional development in the areas that will help teachers influence student achievement most.

Thus, student growth will be included as part of each teacher's Advance rating. NYCDOE will use a variety of assessments to measure student learning, with the aim that schools and teachers use student data to drive instructional decision-making, toward the goal of preparing all students for college and career.

Measures of Student Learning Basics

40 percent of a teacher's overall rating will be based on measures of student learning (MOSL). All teachers will receive:

- Two different measures of student learning (40%)
 - State measures (20%)
 - Local measures (20%)

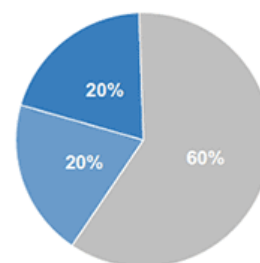
State Measures

State measures include state assessments or, in some instances, a list of allowable assessments and growth measures from which a principal must choose.

Local Measures

Local measures are selected by the School Local Measures Committee from a list of approved options and submitted to the principal, who may accept the recommendation or opt for the default measure, which is a school-wide measure of student learning.

Advance Teacher Evaluation and Development System



- State Measures
- Local Measures
- Measures of Teacher Practice

Teachers' Role in Measures of Student Learning

Advance measures of student learning are designed to give schools a choice to select options that best match their school's culture and needs. Together, school leaders work with school-based committees of teachers to determine the best local measures for their school based upon available options approved by the state. The process of selecting local measures is repeated annually; this ensures that schools can adjust selections to reflect lessons learned, new assessments, and evolving student needs.

Throughout the year, teachers will play a key role in implementing the measures of student learning in their schools. Student starting points are identified in the fall, either using historical student performance data or via baseline assessments administered in the classroom. Teachers and principals can use the results of baseline assessments as additional information to plan instruction for the year and to focus on key areas of needs for students in their classroom. Teachers and principals should regularly check-in throughout the year to assess student progress using whatever formative or periodic assessments schools have in place. In the spring, end of year assessments will be administered in classrooms. Student growth scores will be determined either using a growth model or a goal-setting process, based on the school's growth measurement selection. Teachers will receive their final ratings in the fall, when test scores become available. Teachers and principals should discuss results and use information from the MOSL process to help drive instructional improvements the following year.

NYC educators: for more in-depth information about MOSL, including tools to support principals and School Local Measures Committees in making decisions, see the [Advance Intranet page](#).

contact vendors MWBE about this site DOE login site map

residents business visitors government

© 2014 The New York City Department of Education