

Advance Guide for Educators

New York City Department of Education

2014-2015



Updated: September 15, 2014



Letter from Chancellor Carmen Fariña

Dear Colleagues,

As educators, we are united by a single goal: ensuring that we prepare our students to graduate from high school ready to succeed in college and careers. Our transition to the [Common Core standards](#) raises the bar for our students and underscores the power of high-quality teaching as a tool for helping students reach these higher standards. To support our students in meeting these higher standards, we must **support teachers in continuously developing their instructional practice over time.**

Advance refers to New York City's first system of teacher evaluation and development that considers both *what* teachers do and *how* students do. We believe that when our teachers and administrators look at these things together with shared goals for student success, it is possible for schools to progress student learning in new ways. *Advance* also helps the DOE recognize the most effective instructional strategies and use that knowledge to strengthen teacher practice by systematically providing teachers rich feedback they can use to develop their practice.

Last year marked a significant year of growth and change for all of our schools. My first priority as Chancellor was to listen and learn from the talented professionals who were pioneering this work in their schools and classrooms. Throughout the year we hosted a number of town halls, focus groups, and feedback sessions to understand the experiences our educators were having. Teachers, administrators, and other colleagues shared key feedback to help us improve the policies that drive school-level practices. We are excited to build off the strong foundation that we laid last year.

Additionally, our newest contract with the United Federation of Teachers (UFT) marks the first time in City history that the Department of Education and the UFT have designed an agreement that provides for multiple measures of teacher effectiveness. I am proud of the collaboration that led to this contract and the improvements that we agreed to. You will find that this guide reflects feedback both the DOE and the UFT heard over the course of the 2013-14 school year.

This guide explains the key features of *Advance*, including what changes you can expect in the 2014-15 school year, and where you can find support. I encourage you to take the time to review it and refer back to it throughout the year.

In this guide, you will find:

- Highlighted policy changes for the 2014-15 school year
- A detailed explanation of the components of *Advance*
- A graphic representation of the scoring components
- An evaluation timeline so you know what to expect and when
- Suggested steps you may take during the first few months of the school year
- A hyperlinked list of resources and supports to guide you in getting the most out of *Advance*

Since last year, more than 10,000 teachers and school administrators have participated in in-person, centrally-led training, and thousands more have engaged in school-based training and on-line professional development about *Advance*. It is exciting to recognize our educators' investment in this work. I am confident that with your support and commitment, *Advance* will help us realize our shared goal of providing a high quality education for our students.

Sincerely,

Carmen Fariña

Advance Guide for Educators

Section One: Get to Know *Advance*

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Overview of *Advance*: *Advance*, our teacher evaluation and development system, represents our shared commitment to ensuring that all students in New York City graduate college and career ready.

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Online Resources and In-Person Support: Drawing from the lessons learned and best practices that emerged across the city in the first year of implementation, the DOE has created a suite of resources to support teachers and administrators in implementing *Advance*.

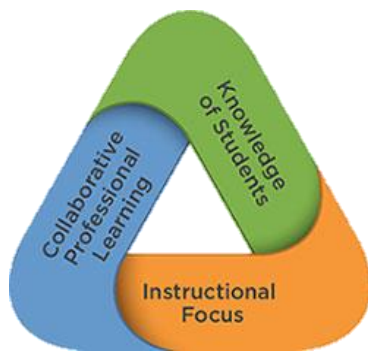
OVERVIEW OF ADVANCE

Introduction to *Advance*

In New York City, we are focused on ensuring that all students graduate college and career ready. A large part of meeting this goal requires us to prepare our students to think for themselves and pursue questions instead of answers. Great teaching is key to achieving these goals and *Advance* is part of our shared commitment to recognizing and strengthening teaching practice. As we enter the 2014-15 school year, we reaffirm our shared commitment to ensuring the work of *Advance* supports teaching and learning in our schools.

We also believe that our schools and communities must be grounded in an ethic of shared responsibility and collaboration. Our educators, teachers and school administrators, must engage in a collaborative cycle of observation, reflection and feedback. In addition, educators must understand their students’ strengths and areas for improvement. To do this, the work of *Advance* must be aligned and integrated with our daily work by supporting our **instructional vision**, providing us with deeper **knowledge of our students**, and fostering **collaborative professional development**.

2014-15 Citywide Instructional Expectations



NYC Voices

*"I feel that while challenging in its first year of implementation, **Advance is the most significant improvement in teacher evaluation in my career.** In addition, *Advance* creates a seriousness and weight to coaching teachers that was absent in the prior system of S/U."*

— NYC principal



New York State Policy and Context

In 2010, New York State passed Education Law 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 administrators to connect evaluation to professional development.

The New York City Department of Education (DOE) and the United Federation of Teachers (UFT) are working together within these parameters to develop and improve *Advance*, by structuring choices for schools about the measures that it includes and conferring often on the overall implementation of the system.

The previous evaluation system

Advance



NYC Voices

“The new evaluation system is a great tool to help teachers monitor, develop, and/or improve instructional practices that allow for professional growth.”

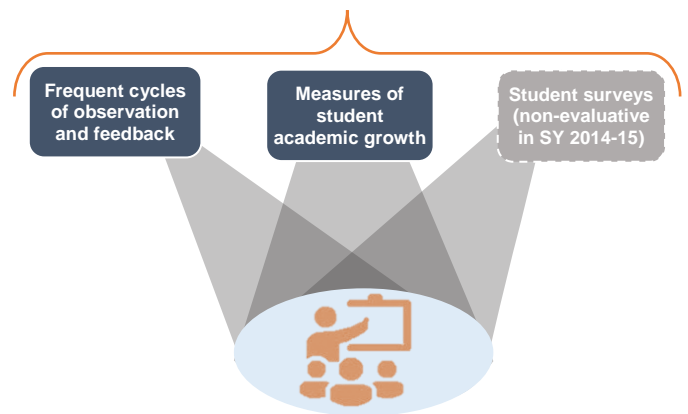
—NYC teacher



The Importance of Multiple Measures in Advance

Teaching is a complex and multi-faceted skill, so 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 impact on students. That’s why *Advance* uses *multiple* measures – both 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. Using *multiple* measures allows us to get a more complete picture of what’s happening in each classroom and ensures fairness and accuracy of teachers’ ratings. [Additional research](#) supporting this approach can be found on the *Advance* website.

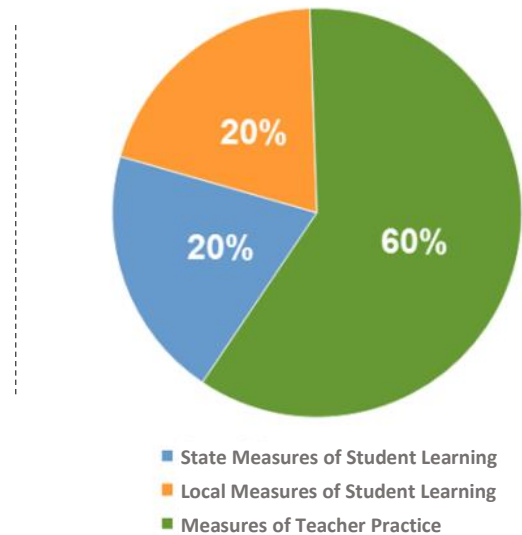
Multiple Measures Provide a More Complete Picture of Teacher Practice



Advance provides teachers and administrators with several opportunities to collaborate and reflect:

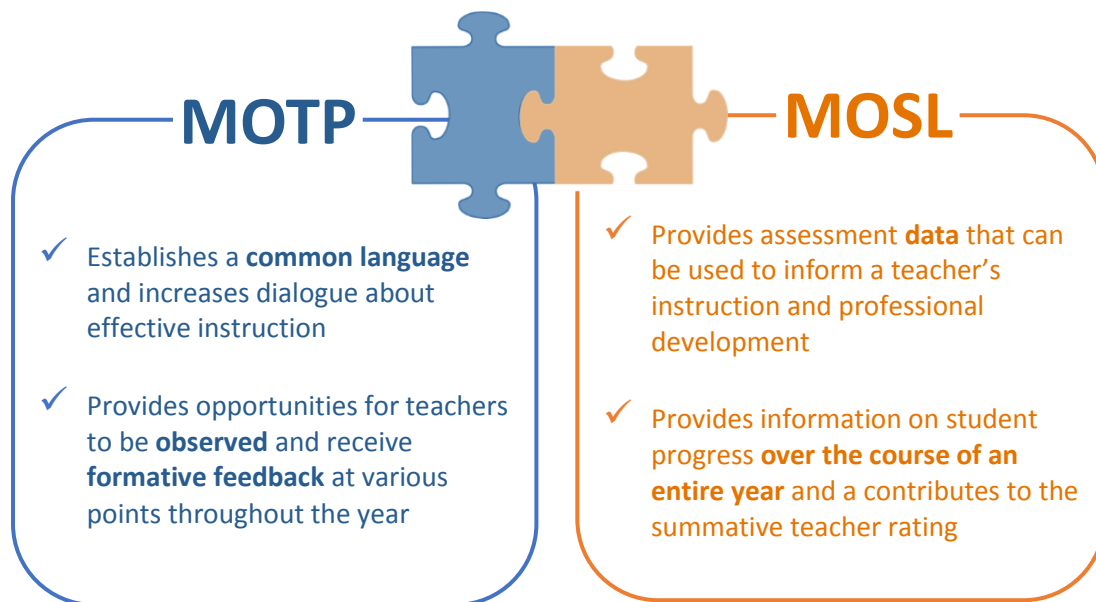
- ✓ Initial Planning Conference
- ✓ Measures of Teacher Practice
 - Multiple classroom observations, followed by written and/or verbal feedback
- ✓ Two different Measures of Student Learning
 - State Measures
 - Local Measures
- ✓ Summative End-of-Year Conference

Multiple Measures used in Advance



Multiple Measures Working Together in *Advance*

Measures of Teacher Practice (MOTP) and Measures of Student Learning (MOSL) are mutually reinforcing processes. [Research](#) supports our belief that a successful system of teacher evaluation and development 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 the year. These two subcomponents of *Advance* complement each other to provide a more holistic understanding of what’s happening in each classroom. Each one contributes different aspects to *Advance*, strengthening the system overall and ensuring that everyone is working together to support teachers in the areas that will most impact student learning.



A CLOSER LOOK AT MEASURES OF TEACHER PRACTICE (MOTP)

Introduction to Measures of Teacher Practice (MOTP)

Through 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 use in supporting teacher development. Teachers can use this framework to reflect on their practice and discuss their professional growth with their school administrators and other colleagues. School administrators can use this framework to better understand where teachers in their schools excel and where they need additional support.

MOTP comprises 60 percent of each teacher’s annual *Advance* Overall Rating. As part of MOTP, teachers are observed multiple times over the course of the year and each observation is accompanied by feedback. Evaluators score observations, rating eight key components of the Danielson *Framework for Teaching* (2013) for evaluative purposes. The remaining components of the Danielson *Framework for Teaching* (2013) may be used for non-evaluative (i.e., developmental) purposes.

MOTP Timeline*



*Note that all timelines must be adhered to absent extraordinary circumstances (e.g., certain types of leaves).

New for 2014-15

In response to feedback from teachers and school administrators, several changes have been made to the way in which MOTP will be implemented in 2014-15. Some of these changes are highlighted here, and additional information is provided in the pages that follow. These changes will help streamline processes, making *Advance* easier to implement and allowing teachers and school administrators to focus more time on the feedback process.



- ✓ Teachers will be evaluated on **only eight components** in the Danielson *Framework for Teaching* (2013). Evaluators may use all twenty-two components in the Danielson *Framework* for formative purposes.
- ✓ Evaluators will provide teachers with feedback within **15 school days** of an observation.
- ✓ Evaluators will complete and submit an Evaluator Form within **45 school days** of an observation.
- ✓ The total weight for components in **Domains 2 and 3** will increase from 75% to 85%. Together, components in Domains 1 and 4 will account for the remaining 15% of the MOTP score.
- ✓ **New observation options with fewer evaluative observations** are now available to teachers who received an overall rating of “Effective” or “Highly Effective” in the previous year.
- ✓ **Peer Validators** selected by the DOE and UFT will observe teachers rated “Ineffective” in the previous year.

The Danielson *Framework for Teaching*

Advance uses a focused version of Charlotte Danielson’s *Framework for Teaching* (2013), a research-based rubric of teacher practice, to assess teachers’ professional skills, behavior, and knowledge. The full *Danielson Framework* is comprised of 22 Components spanning four Domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

In response to feedback from teachers and school administrators, and as agreed to with the UFT, in 2014-15, teachers will receive ratings on eight key components of the *Danielson Framework*. This will allow evaluators to give more focused feedback on the most critical areas of teacher practice. The entire *Danielson Framework* will still be used for formative purposes, but teachers will only receive ratings on the following eight components:

NYC Voices

“I am a big believer that teachers need to construct next steps with the administrators. We try to present the observation evidence to our teachers in a way that allows them to highlight the most important next steps to focus on. We ask what key things they want to work on between observations and note those next steps for the teacher and the coaches that work with them. When an instructional coach visits the teacher to offer support, the teacher can feel confident that the coach is aware of the collaboratively set next steps and is there to help them.”

—NYC principal



2014-15 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 this year than in 2013-14 (Total weight of 85% instead of 75%)

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:

- This meeting must be held before the last Friday in October (**October 31**, in 2014).
- During the IPC, the evaluator and teacher meet face-to-face to discuss expectations for the year ahead. (If it is mutually agreed, an additional evaluator may be present.)
- The teacher selects an observation option (see below).
- Before or during the IPC, the teacher may consider self-assessing on the Danielson *Framework* and prioritizing 2-4 formative professional goals for the school year (Note: the teacher cannot be required to engage in professional goal-setting or self-assessing at the IPC).
- At the IPC and Summative End-of-Year Conferences, the teacher and evaluator reflect together on a teacher’s practice and develop strategies for improvement to further support student learning.
- At the conclusion of the IPC, the teacher will submit 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 his or her consent to have observations videotaped (see below). The teacher should be given a copy of this form for his or her records.

Teacher Tip:

See the [Starting Strong](#) section of this Guide for more information about planning for a successful IPC.

At the IPC, each teacher chooses between four **observation options**:

Option 1

- ✓ At least 1 **formal** observation¹
- ✓ At least 3 **informal** observations

Option 2

- ✓ At least 6 **informal** observations

New! Option 3

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

- ✓ At least 3 **informal** observations
- ✓ 3 **classroom visits** by colleagues (teacher may consent to more)

New! Option 4

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

- ✓ At least 4 **informal** observations

Note: The Safety Net Result, if applicable, will be used to determine teacher eligibility for Observation Options 3 and 4 (e.g., if a teacher’s *Advance* Overall Rating is Developing and the Safety Net Result is Effective, then the teacher will be eligible to select Observation Option 4).

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

¹ A teacher who selects Observation Option 1 may request that the IPC serve as his or her Pre-Observation Conference. If the evaluator grants this request, the IPC must occur between one and 20 school days prior to the formal observation. An evaluator may also choose to hold the Pre-Observation Conference closer to when he or she plans to hold the observation.



Revised Guidelines for Videotaping and Photographing (New!)

- ✓ All observations will be conducted in person. However, 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 he or she 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 5, in 2015). Note that, beginning this year, no more than one evaluator and two school-based observers² 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.

During an observation...

- ✓ The evaluator gathers specific evidence of teacher’s practice, which the evaluator then aligns to the Danielson *Framework* and records on the Annual Professional Performance Review (APPR) [Evaluator Form](#) (note that this form is new for 2014-15).
- ✓ 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 components of the Danielson *Framework* evaluated as part of *Advance*.
- ✓ 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 Evaluator Form.

NYC Voices

“One thing that I found to be very useful was the precision of some of the feedback. I was able to know where I needed to put more effort, as well as knowing what my strengths were, which often get ignored.”

—NYC teacher



After an observation...

- ✓ Timely, specific feedback that is tailored to the teacher’s strengths and growth areas 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**

² School-based administrators include District Superintendents, Assistant Superintendents, Principals, Assistant Principals, or other trained administrators of the observed teacher’s school. This does not include network-based staff, including Talent Coaches and Achievement Coaches.

required to deliver feedback that is evidence-based and aligned to the eight Danielson 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 Evaluator Form must be provided to the teacher within 45 school days** following each observation. The Evaluator Form 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 Evaluator Form. From the time an observation is conducted until the time the teacher receives the Evaluator Form 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 Evaluator Form should be completed and provided to the teacher after the Post-Observation Conference (Note: the completed Evaluator Form must be provided to the teacher within 45 school days following the formal observation).

Student Surveys

Student surveys have the potential to provide your students with a voice in their own learning process and provide you with valuable feedback directly from the students who experience your classes every day. In addition, [research](#) has revealed that student surveys have the potential to be a reliable tool in measuring a teacher’s contribution to student learning.

In the 2014-15 school year, New York City will pilot student surveys in two ways: the Tripod Student Perception Survey citywide in the spring of 2015; and additional student surveys in a subset of schools in the fall of 2014. These pilots will provide teachers and schools with more time to learn how to most effectively implement student surveys as a component of a teacher evaluation and development system. **This means that student surveys will only be used for non-evaluative purposes during the 2014–15 school year.**

The Tripod Student Survey, which will be piloted by citywide this year, asks students to give feedback on specific aspects of their classroom experience. Students rank their agreement with statements such as *“Students in this class treat the teacher with respect,”* and *“My teacher wants us to use our thinking skills, not just memorize.”* This feedback will be provided via detailed reports that outline for you and your colleagues the overall strengths and areas of improvement (Note: this information cannot be used for evaluative purposes in 2014-15).

At the end of the 2014-15 school year, the DOE and UFT will meet to discuss the results of the pilot and the possibility of continuing or discontinuing the pilot, as well as the use of student surveys for evaluative purposes. If agreement is not reached at the conclusion of the 2014-15 school year, then beginning in the 2015-16 school year, student surveys will count for five (5) points of the teacher’s MOTP rating for teachers in grades 3-12.

Teacher Improvement Plan (TIP)

Any teacher who receives an *Advance* Overall Rating of “Developing” or “Ineffective” for 2013-14³ will work with their evaluator to develop and implement a Teacher Improvement Plan (TIP) early in the 2014-15 school year. The purpose of a TIP is to assist teachers to work to their fullest potential. The plan will identify specific improvement areas as well as a timeline and plan for assessing improvement. Key features and requirements include:

- The TIP outlines a plan of assistance for the teacher and establishes a timeline for assessing progress.
- The TIP should in no way be construed as disciplinary in nature and should be seen by all parties involved as a way to improve educator effectiveness through professional development.
- Teachers who receive an *Advance* Overall Rating of “Developing” or “Ineffective” will receive a TIP no later than 10 school days from the first day of school (**September 17 in 2014**). The TIP will be discussed as a part of the Initial Planning Conference (IPC), which will be held within the first 10 school days (by **September 17 in 2014**). The TIP may be subject to further discussion at an additional meeting as described below. Teachers may request the attendance of a union representative at these TIP planning meetings.
- For the 2014-15 school year only, the TIP may be subject to further discussion at an additional meeting in accordance with the following:
 - Teachers rated “Ineffective” in the previous school year may request, in writing, a separate meeting to further discuss the TIP. If requested, such meeting shall occur at a mutually-agreed upon time, but no later than 20 school days from the first day of school (**October 3 in 2014**). Based on the feedback received from the teacher at this meeting, the principal may modify the TIP prior to 20 school days from the first day of school (**October 3 in 2014**).
 - Teachers rated “Developing” in the previous school year may request, in writing, a separate meeting to further discuss the TIP and such request shall not be unreasonably denied. This meeting shall occur at a mutually-agreed upon time, but no later than 20 school days from the first day of school (**October 3 in 2014**). Based on the feedback received from the teacher at this meeting, the principal may modify the TIP prior to 20 school days from the first day of school (**October 3 in 2014**).
- As part of the TIP, the teacher and evaluator will engage in the following meetings:
 - Meeting #1: To occur in the same meeting as the Initial Planning Conference (**by September 17 in 2014**). For the 2014-15 school year only, an additional meeting may be scheduled to further discuss the TIP prior to 20 school days from the first day of school (**by October 3 in 2014**). Teachers may request the attendance of a union representative at these TIP planning meetings.
 - Meeting #2: To occur from January 2 – April 30.
 - Meeting #3: To occur in the same meeting as the Summative End-of-Year Conference.

At each one of the scheduled meetings, the teacher is responsible for presenting evidence to his or her evaluator that demonstrates the progress the teacher has made/is making towards achieving improvement on the outlined activities. It is the evaluator’s responsibility to maintain copies of all documents used in the development and implementation of the TIP, and document the completion of each activity for improvement on the TIP form while the plan is in progress. The documentation must be accessible to both the evaluator and the teacher.

Upon demonstration of progress satisfactory to the evaluator, he or she will inform the teacher through verbal and written communication that the TIP has been successfully completed. The evaluator will then place copies of all documents used in the development and implementation of the TIP in the teacher’s personnel file within 10 school days of the completion of the TIP process.



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

³ *The Safety Net Result, if applicable, will be used to determine teacher eligibility for a Teacher Improvement Plan (e.g., if a teacher’s Advance Overall Rating is Developing and the Safety Net Result is Effective, then the teacher will not be required to have a Teacher Improvement Plan). For more information about the Safety Net Result, please see the 2013-14 Advance Overall Ratings Guide, available on the Advance Intranet page.*

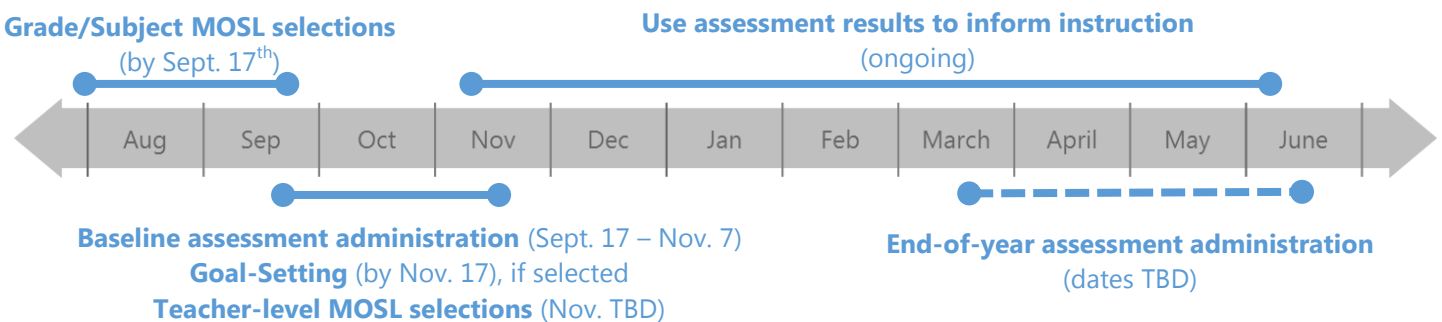
A CLOSER LOOK AT MEASURES OF STUDENT LEARNING

Introduction to Measures of Student Learning (MOSL)

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 Measures of Student Learning 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.

MOSL Timeline*



**Note that all timelines must be adhered to absent extraordinary circumstances (e.g., certain types of leaves).*

New for 2014-15

In response to feedback from teachers and school administrators, several changes have been made to the way in which MOSL will be implemented in 2014-15. Some of these changes are highlighted here and additional information is provided in the pages that follow. Many of these changes have been made to streamline processes and make *Advance* easier to implement, allowing teachers and school administrators to focus on student learning.



- ✓ **Additional assessment options** have been added for many grades and subjects.
- ✓ Schools can choose to administer **baseline assessments** that are aligned to their strategic assessment plans. Your principal and school's Local Measures Committee will let you know if you should administer a fall baseline assessment for MOSL purposes.
- ✓ Results for some baseline assessments (NYC Performance Tasks and certain Periodic Assessments) will be available in **Schoolnet**, an online resource that will help teachers access and analyze assessment data to inform planning and instruction.
- ✓ **A new option** has been added to link teachers to **ONLY** the students they teach, even if the assessment is not administered in a course they teach.
- ✓ **Additional time** has been allotted during the beginning and end-of-year MOSL-related activities.

State and Local Measures of Student Learning

Measures of Student Learning account for 40% of a teacher’s *Advance* Overall Rating. Since we know that multiple measures offer a more valid, robust picture of teacher performance and provide teachers with multiple sources of feedback, each teacher will have two different Measures of Student Learning: State Measures and Local Measures.

State Measures (20%)	Includes state-determined measures, and for some grades and subjects, a list of allowable assessments that can be used (chosen by principal where there is choice).
Local Measures (20%)	Includes options chosen from a state-approved list by the school’s Local Measures Committee and submitted to the principal, who may accept the recommendation or opt for the Local Measures default (school-wide) measure.



MOSL Components

Each State or Local Measure includes three components: an *assessment*, *target population*, and *growth measurement*.

For both State and Local Measures, schools have the autonomy to select options that best match their school’s culture and needs. The principal and the school’s Local Measures Committee (LMC) work together to determine the best measures for each grade and subject in their school based upon available options approved by the state. Making selections at the grade/subject-level ensures that Measures of Student Learning are applied consistently and fairly across all teachers of similar programs at a school.

For the State Measures, the principal determines the assessments, target populations, and growth measurements for each grade/subject. For Local Measures, the LMC recommends assessments, target populations, and growth measurements and the principal either accepts all of these recommendations or opts for the Local Measure Default (a school-wide measure for each grade/subject) within 10 school days from the first day of school (**by September 17 in 2014**). The process of selecting State and Local Measures is repeated annually; this ensures that schools can adjust selections to reflect lessons learned, new assessments, and evolving student needs. You principal should notify you and your colleagues of the finalized grade/subject State and Local Measures selections at your school by **September 30**.

Component	Definition
Assessment	Refers to the assessment used to measure student learning. This will be a State Assessment, 3 rd Party Assessment, or a NYC Performance Assessment.
Target Population	Refers to the students included in the measure. Target population can include students school-wide, in a particular grade level, or only those students a teacher teaches.
Growth Measurement	Refers to the method by which student growth is measured on a given assessment. This will be either goal-setting or growth models.

Example of MOSL Selections

Here is an example of what MOSL selections may look like for a 4th grade teacher. **Note: this is an example only – actual measures are dependent upon each school’s selections.** All teachers should understand which measures apply to their evaluation. If there is any uncertainty, teachers are encouraged to speak to their principal, UFT chapter leader, and/or a member of their school’s Local Measures Committee for clarification.

The LMC is responsible for making decisions about the items in **BLUE** (with principal approval).

The items in **RED** are pre-determined by the state.

GRADE/SUBJECT	STATE MEASURE (TO BE DECIDED BY THE PRINCIPAL)	LOCAL MEASURE (TO BE RECOMMENDED BY THE SCHOOL LOCAL MEASURES COMMITTEE)
ELA and/or Math (4 th Grade)	Assessment: State Test – ELA (4th Grade) Target Population: Individual Growth Measurement: Growth Model (SED)	Assessment(s): <u>NYC Performance Task - ELA</u> Target Population: <u>Individual</u> Growth Measurement: <u>Growth Model (DOE)</u>
	Assessment: State Test – Math (4th Grade) Target Population: Individual Growth Measurement: Growth Model (SED)	<input type="checkbox"/> (Optional) Baseline

Baseline Assessment Administration (Optional)


Beginning this year, administration of fall baseline assessments for MOSL is optional.⁴ This provides schools with more autonomy to implement *Advance* in accordance with their school’s context and instructional priorities. Assessment is an integral tool to knowing your students’ strengths and supporting their growth, and baseline assessments can provide valuable information about where students are starting the year. However, the administration of baseline assessments also requires the commitment of operational resources and teacher time for norming and scoring.

Because baseline assessments can be instructionally valuable, schools may also choose to administer fall baseline assessments even if they choose not use the scores for MOSL purposes. For the 2014-15 school year, the fall baseline assessment administration window is **September 17 – November 7**. Additional information on baselines is available in the [2014-15 Measures of Student Learning Selections Guide](#).

The Importance of Norming Scoring Practices

New York City Performance Assessments will be scored locally by teachers within each school. Teacher teams should norm their scoring practices, as these assessments present a valuable opportunity to support collaborative professional development. By discussing assessment prompts, student work, rubric language, and student scores, teachers can establish a common understanding of what students need to know and be able to do. This information can inform planning and instruction.

Additionally, norming scoring practices helps to ensure that all scorers are calibrated to the rubric to ensure fair grading practices across students, teachers, and schools. School administrators or assessment coordinators will work with their instructional teams to develop a plan for norming and scoring. Teachers and school administrators can access professional development resources to support norming processes among teacher teams on the *Advance* MOSL Intranet page (forthcoming September 2014).



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

⁴ This policy refers to the administration of baseline assessments for MOSL purposes only. Any assessments that are a required component of Response to Intervention must still be administered.

STARTING STRONG

As educators, we know that the beginning of the school year is a crucial time for building relationships with students and setting the right tone in a classroom. This time of year is just as important for teachers and school administrators to step back and think holistically about the year ahead, discuss professional development goals, and align on a plan for support. This section highlights several activities, opportunities, and suggestions that educators can take to start the year strong.

Beginning-of-Year Teacher Checklist

By **October 31, 2014**, teachers and evaluators hold an **Initial Planning Conference (IPC)** to meet and discuss instructional priorities, student needs, and ensure that *Advance* supports each individual teacher. To best prepare for this important meeting:

- ✓ **Ensure that you and your administrator have a shared understanding of the courses you are teaching and your instructional priorities.**
- ✓ **Consider completing a self-assessment of teaching practice:** While not required, teachers may consider reviewing the Danielson *Framework* and completing a [self-assessment](#) of teaching practice in preparation for the IPC.
- ✓ **Identify 2-4 formative professional goals:** The teacher may consider using his or her self-assessment and any feedback he or she received from the previous year to prioritize 2-4 formative professional goals for the school year. (**Note: professional goal-setting is at the teacher's sole discretion.**) Teachers may choose to discuss these goals with the evaluator during the IPC. The purpose of professional goal-setting is to support teachers in making clear statements about the instructional decisions and pedagogical approaches they want to work on in order to maximize academic achievement for all students. Teachers' self-assessments, reflections on collegial and evaluative feedback, and students' learning objectives (where applicable) should inform these priorities.
- ✓ **Decide on your preferred observation option** and record this at your IPC using the [MOTP Observation Option Selection Form](#).
- ✓ **Decide whether or not you want to be videotaped for evaluative purposes** and record this at your IPC using the [MOTP Observation Option Selection Form](#).
- ✓ **Prepare to discuss your Measures of Student Learning (MOSL):** The IPC is an opportunity for the teacher and evaluator to discuss the assessments used for a teacher's MOSLs and upcoming MOSL-related activities (e.g., administering and scoring baseline assessments, making connections to MOSL data from the previous year, etc.). You will be able to log on to the [Advance Web Application](#) later this fall to review your individual teacher-level MOSL selections and should discuss any questions you have with your principal to better understand the rationale for your school's MOSL selections.
- ✓ **Discuss opportunities for collaboration in teacher teams** to support the administration and norming and scoring of assessments selected as MOSLs using the 75-minute block after the regular instructional day.

Beginning-of-Year Steps for School Administrators

Advance at a Glance: September – November, now available on the [Advance Intranet page](#), contains a list of key dates and deadlines to support school administrators with implementing *Advance*.



Advance at a Glance: September - November
(for schools that select goal-setting)



Advance at a Glance: September - November
(for schools that do NOT select goal-setting)

DAY-TO-DAY

Our vision for *Advance* stems from our goal of ensuring that every child graduates a critical thinker, prepared for college, a career, and a meaningful future. One key to achieving this long-term goal lies in the day-to-day actions of teachers, school administrators, and DOE staff. By integrating the practices of *Advance*—increased observation and feedback cycles in the context of [Common Core standards](#) and curricula combined with a collaborative focus on student outcomes, we can ensure that all of our efforts are truly aligned with our goal.

Both MOTP and MOSL are designed to strengthen the efforts of teachers, teacher teams, school administrators, and support staff throughout the entire year. While the Initial Planning Conference and the Summative End-of-Year Conference serve as critical bookends for teachers and school administrators to step back and discuss teacher practice, student progress, and professional development, the most critical work takes place during the months of school in between these conferences. The effort that educators invest each day in their classrooms is what truly impacts student learning. *Advance* is most effective when teachers and school administrators find ways to connect it to daily practice.

NYC Voices

“As someone in the system for 19 years, I believe this is the first year we have had true observations of our everyday practices. In the past, we knew when administration was coming in to observe us, so our lesson plan was not only planned, it was also discussed prior to the observation. With Advance we never knew when administration would come in and that meant: 1) always being on top of your game; and 2) it gave administration a clearer picture of what we are capable of and how we do it.”

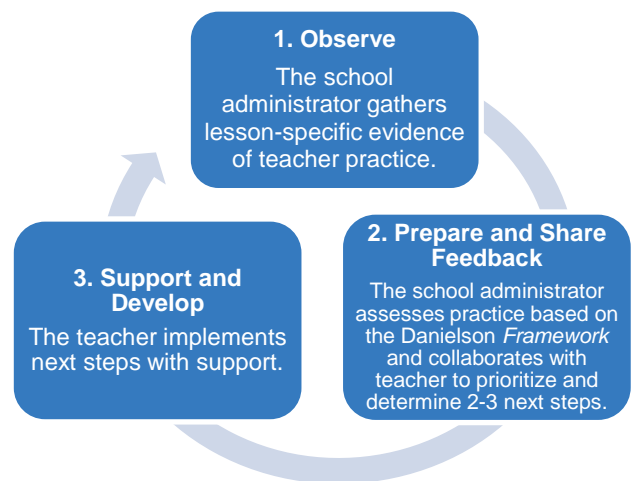


—NYC teacher

Best Practices: Integrating MOTP

Here are some best practices that have emerged across the City as teachers and administrators have begun to integrate new MOTP structures and practices into their daily work:

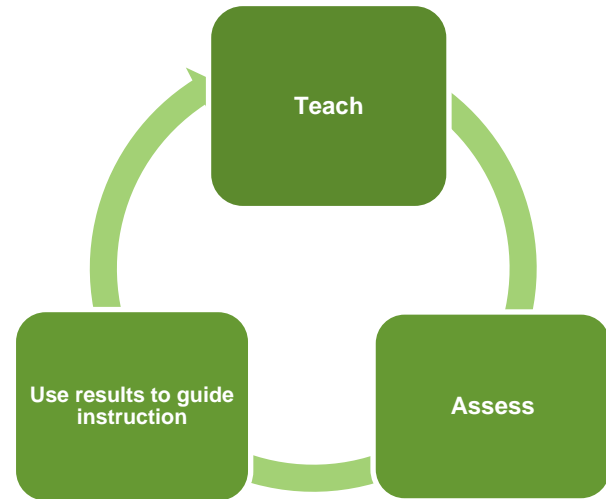
- ✓ **Use rubric language from the Danielson *Framework* to anchor conversations about teacher practice:**
 - Teachers are using the Danielson *Framework* to talk to each other in the hallways and during formative peer classroom visits. Some teachers are incorporating the Danielson *Framework* into self-reflection and professional development planning.
- ✓ **Build a culture of formative observation and feedback:**
 - Principals conduct *formative* observations to support teacher development, in addition to evaluative observations. Teachers also participate in informal peer observations.
- ✓ **Conduct regular feedback meetings:**
 - Principals and instructional teams meet to discuss observations, feedback, and support planned for the day.
- ✓ **Communicate frequently and collaboratively set next steps:**
 - Teachers and school administrators review multiple sources of information and collaboratively determine areas for growth and appropriate next steps. These steps include both professional learning steps and classroom practice steps, as well as frequent professional conversations about progress.



Best Practices: Integrating MOSL

Here are some best practices that have emerged during the first year of *Advance* implementation as teachers across the City began to integrate new MOSL structures and practices into their daily work:

- ✓ **Review student work and assessment results in vertical and horizontal teacher teams:**
 - Teams of teachers engage in collaborative review of student work to better understand the needs of individual students as well as grade-level, subject area, or school-wide trends.
- ✓ **Use norming exercises to plan instruction across grades or subjects:**
 - Some schools use the assessment norming and scoring processes to increase collaboration and ensure that teachers share a common understanding of student mastery levels, their strengths, and growth areas.
- ✓ **Use MOSL NYC Performance Task rubrics to review student work throughout the year.**
- ✓ **Use MOSL NYC Performance Task rubrics to spark conversations among students about their own progress:**
 - Some teachers share NYC Performance Task rubrics directly with students to build their academic vocabulary, encourage them to self-assess their own work, provide feedback on their peers' work, and inform teacher-student conversations.
- ✓ **Use baseline assessments to determine student starting points:**
 - Some teachers who administer baseline assessments review the results early in the year to adjust their instructional plans for the year based on the individual needs of their students.
- ✓ **Use benchmark and formative assessments to regularly check-in throughout the year to assess student progress:**
 - In addition to the baseline assessment and end-of-year assessments, some teachers choose to access centrally-provided, or create their own, mid-year benchmark assessments that serve as critical check-points for assessing student learning.
 - This year, teachers will have access to the 2013-14 NYC Performance Tasks in addition to centrally-provided CCLS-aligned benchmark options through [Schoolnet](#). Prior year NYC Performance Tasks may be used as informal benchmarks since they are aligned in structure and skills to this year's NYC Performance Tasks.



FINISHING THE YEAR STRONG: END-OF-YEAR STEPS

The end of the school year is a critical time for teachers and school administrators to assess student progress over the course of the year and to reflect upon each teacher’s individual professional growth. *Advance* plays an important role in these reflective processes, and there are a number of steps that teachers and school administrators take to wrap up the year and to begin planning for the following year.

End-of-Year MOSL Assessment Administration

Since all MOSL ratings require the administration of an end-of-year assessment, many teachers will need to take specific steps related to MOSL at the end of the year. A comprehensive End-of-Year Assessment Administration Handbook will be released to support teachers and school administrators to plan for this process and to prepare them to administer assessments, norm and score them properly, and submit student scores for the DOE to calculate ratings. The 2014-15 End-of-Year Assessment Administration Handbook will be made available to teachers and school administrators in the spring of 2015 to support with these processes.



Remember, just like during the baseline assessment administration window in the fall, schools will be able to dedicate the 75-minute block after the regular instructional day to MOSL-related work.

Summative End-of-Year Conferences

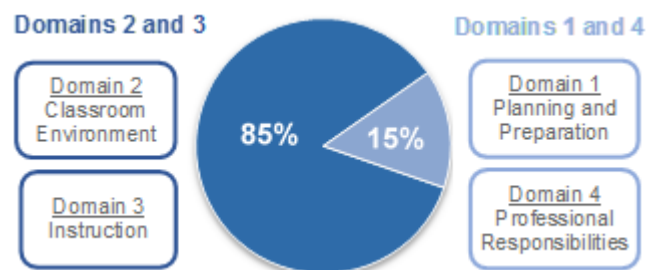
Even though teachers’ *Advance* Overall Rating is not available at the end of the school year, it is critical for teachers and school administrators to come together to reflect on available information that may inform student learning and ways to improve teaching practice. These conversations take place between teachers and evaluators as part of the **Summative End-of-Year Conference**. In order to support teachers with their end-of-year reflection and planning, evaluators are expected to take the following steps:

Key End-of-Year Evaluator Actions:

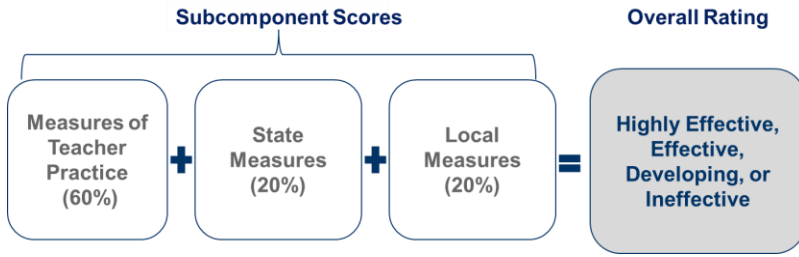
- ✓ Hold a Summative End-of-Year Conference with each teacher between the last Friday in April (April 24 in 2015) and the last Friday school is in session (June 26 in 2015).
- ✓ Deliver MOTP Final Summary Forms to teachers, obtain teachers’ signatures, and place in teachers’ personnel files by the last day of school (June 26 in 2015).

MOTP Weighting for End-of-Year Ratings

A weighted average of all component scores will determine final MOTP scores (see chart to the right). Components in Domains 2 and 3 are weighted more heavily this year than in 2013-14 (Total weight of 85% instead of 75%). Scores from informal and formal observations will count equally.



Advance Overall Ratings



Measures of Teacher Practice, State Measures, and Local Measures will each have a point value. Taken together, these multiple measures lead to an *Advance* Overall Rating for each teacher on the HEDI scale – “Highly Effective,” “Effective,” “Developing,” or “Ineffective.”



Key Question: When will teachers receive their EOY ratings?



MOTP rating
60%

Communicated to each teacher by June 26, 2015.



MOSL ratings
40%

Communicated to each teacher by September 1, 2015.



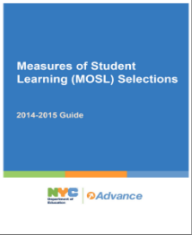




Advance Overall Rating
100%

Combines MOTP and MOSL ratings and is communicated to teachers by September 1, 2015.

SECTION 7 RESOURCES AND SUPPORT OVERVIEW

Online Supports

	<p>Advance Support Help Desk- AdvanceSupport@schools.nyc.gov</p> <p>The <i>Advance</i> Support Help Desk is a team of DOE staff dedicated to addressing inquiries about <i>Advance</i> from NYCDOE educators. Teachers, school administrators, field support staff, and superintendents can email the Help Desk with any questions about <i>Advance</i>.</p>
	<p>Advance Intranet</p> <p>This online hub houses documents and resources designed to support teachers and school administrators implementing <i>Advance</i>. Here, you'll find up-to-date announcements with detailed information about all aspects of <i>Advance</i> including a comprehensive library of policy questions and answers. This site will be the home of all <i>Advance</i>-related resources and guidance released throughout the year.</p> <p>Teachers and school administrators, use your regular DOE login information to access this site. If you do not know your log-in information, please use the password recovery and account confirmation tool.</p>
	<p>2014-15 Measures of Student Learning Selections Guide</p> <p>The New York City Department of Education and the United Federation of Teachers are pleased to introduce the 2014-15 Measures of Student Learning (MOSL) Selections Guide. This guide is designed to support schools in making thoughtful 2014-15 MOSL selections that are aligned to their student needs, instructional priorities, and strategic assessment plans to drive improvements in student learning.</p>
	<p>ARIS Learn</p> <p>The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) provides a centralized place where DOE teachers and school administrators can explore the Danielson <i>Framework</i> through a self-assessment tool and find aligned professional development resources, including teaching videos, facilitator guides and protocols to use with teacher teams, interactive modules, tools, articles, and podcasts. DOE educators can access ARIS Learn by logging into the system (using your DOE ID and password) and clicking on the "Learn" tab at the top of the page.</p>
	<p>Schoolnet</p> <p>In the 2014-15 school year, NYC Performance Tasks and other Periodic Assessments⁵, as well as results from certain NYC Performance Assessments and 3rd Party Assessments will be available to all schools in Schoolnet. Schools will be able to view the results of baseline assessments in Schoolnet. Assessment results will be available to all schools that administer them, regardless of whether the baseline assessment results will be used for MOSL purposes.</p> <p>School administrators use your regular DOE login information to access this site. If you do not know your log-in information, please use the password recovery and account confirmation tool.</p>

⁵ These include Periodic Assessments that can also be selected as a MOSL and other assessments from the Periodic Assessment portfolio. For more information about Periodic Assessments available in Schoolnet, review the [2014-15 Periodic Assessment Guide](#).

In-Person Supports

	<p>Network Staff</p> <p>Throughout the year, schools will be supported by achievement coaches and other network staff. These colleagues will play a prominent role in implementation and professional development by supporting school-based professional development and providing resources to ensure schools effectively implement <i>Advance</i>.</p>
	<p>Talent Coaches</p> <p>Talent coaches provide support, tools, and resources to evaluators in implementing <i>Advance</i>. They partner with superintendents and network instructional staff to support the whole system’s ability to implement with quality while meeting compliance expectations. Talent coaches are instructional leaders who have served as teachers and hold supervisory licenses.</p> <p><u>Each school’s talent coach will:</u></p> <ul style="list-style-type: none"> • Work with a consistent group of schools throughout the year; in most cases, these will be schools within a community or high school district. • Offer job-embedded support for all aspects of <i>Advance</i> implementation, differentiated based on school needs. • Co-observe classrooms with evaluators during non-evaluative observations to support rating accuracy and meaningful feedback practices. • Check-in with evaluators and gather feedback to inform system-wide implementation.
	<p>MOSL Specialists</p> <p>MOSL specialists will build the capacity of networks to effectively implement <i>Advance</i>. The role of MOSL specialists is primarily to work through network staff to build the capacity of school administrators to implement MOSL. School staff may receive professional development from specialists on MOSL selections, goal-setting, baseline, and end-of-year assessment administration, among other topics.</p>
	<p>Peer Validators</p> <p>Peer Validators will observe and rate teachers who received an <i>Advance</i> Overall Rating of “Ineffective” in SY 2013-14. To ensure objectivity, the validator does not have contact with the teacher or evaluator as part of the evaluation process, and provides his/her independent assessment of the teacher’s practice for comparison with the school-based evaluator’s assessment at the end of the rating period.</p>
	<p>Centrally-provided Professional Development on the Teacher Practice Rubric and Core Components of <i>Advance</i></p> <p>Centrally-provided professional development for teachers, school administrators, network staff, and district superintendents will supplement the job-embedded support described above, with a focus on collaborative engagement around <i>Advance</i> and its role in conducting fair and accurate assessments of teacher practice.</p>

Glossary of Common *Advance* Terms and Acronyms

3rd Party Assessments: Assessments developed by vendors. Many have previously been used in schools across NYC. Some of these assessments are closer to performance tasks than standardized, multiple choice-only assessments.

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

***Advance Web Application*:** The online application that supports *Advance* implementation. School administrators and other groups can use this application to make MOSL selections, enter goals, submit teacher ratings and monitor progress over the course of the year.

Baseline Assessment: An assessment of student performance designed to show growth over time. The baseline is administered during the fall and paired with an end-of-year assessment in the spring to measure growth. In 2014-15, the administration of baseline assessments is no longer required for MOSL purposes; rather, Local Measures Committees and principals decide whether or not teachers will administer them for MOSL purposes. Because baseline assessments can be instructionally valuable, schools may also choose to administer fall baseline assessments even if they choose not use the scores MOSL purposes. Baseline assessments are available to all schools use for their periodic assessment plans regardless of if they choose to administer them for MOSL purposes.

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-c and as outlined in the NYC’s APPR plan.

Evaluator Form: The form completed by the evaluator within 45 school days of a teacher’s evaluative observation for *Advance*. The Evaluator Form 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. The Evaluator Form 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 CBA.

Evidence: Specific, observable features of teaching practice captured by evaluators taken during any formal or informal classroom observation; may also include direct observations of practice related to components 1a, 1e and/or 4e captured within 15 school days preceding an observation. 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 evaluator report.

Feedback: Evidence-based commentary that is aligned to the Danielson *Framework*. 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 of 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 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.

Goal-setting: Measurement method that examines students’ progress in relation to goals set for students at the beginning of the year. For some assessments, suggested goals are provided by the DOE. For individual target populations, goals are set by the teacher and submitted to the principal for approval. For grade and school target

populations, goals are either set by the Local Measures Committee or the principal (depending on the Committee's selections). If the principal is responsible for setting these goals, then he/she sets the goals and submits them for approval to the superintendent.

Growth models: Growth models measure the extent to which the students included in a teacher's measure grow over the course of the year. Students' growth is always compared to that of similar students. The DOE or SED will provide student growth scores and the accompanying teacher rating to teachers and principals after assessments have been administered.

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

Peer Validator: A teacher who was selected through a joint DOE-UFT process, who observes and rates teachers who received an "Ineffective" rating in the previous year. To ensure objectivity, the validator does not have contact with the teacher or evaluator as part of the evaluation process, and provides his/her independent assessment of the teacher's practice for comparison with the school-based evaluator's assessment at the end of the rating period.

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

Initial Planning Conference (IPC): A mandatory 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 31, 2014.

Local Measures: One subcomponent of *Advance*. The category of Measures of Student Learning that includes options recommended by the School Local Measures Committee and approved by the principal (or default chosen). Options include State Assessments, 3rd Party Assessments, and NYC Performance Assessments. If the committee cannot reach consensus, or the principal does not approve their recommendation, a default, school-wide measure will be used.

Measures of Student Learning (MOSL): Two subcomponents of *Advance*. All teachers will receive two MOSL ratings: one based on State Measures and one based on Local Measures. State Measures account for 20 percent of a teacher's Overall Rating, and Local Measures account for 20 percent of a teacher's Overall Rating.

Measures of Teacher Practice (MOTP): One subcomponent of *Advance*. In 2014-15, all teachers will receive a rating on MOTP, based on classroom observation ratings on eight components of the Danielson *Framework for Teaching* (2013). MOTP ratings will account for 60 percent of a teacher's Overall Rating.

NYC Performance Tasks: Open-ended item type assessments (e.g., evidence-based essay) developed by NYC teachers, DOE, and assessment experts and scored against common rubrics. NYC Performance Tasks are one type of assessment option that is eligible for MOSL purposes.

Observation Option: The choice a teacher makes about how he or she will be observed and rated. This year, there are four options to choose from: Option 1 (at least one formal and at least three informal observations); Option 2 (at least six informal observations); Option 3, which is only available to teachers rated Highly Effective based on the Safety Net Result in 2014 (at least three informal observations, plus three classroom visits by a colleague); and Option 4, which is only available to teachers rated Effective based on the Safety Net Result in 2014 (at least four informal observations).

State Measures: One subcomponent of *Advance*. The category of Measures of Student Learning that includes State Assessments or, where there are no State Assessments, the list of allowable assessments that can be used. Where there are choices in State Measures, the principal makes the choice.

Student Survey: The applicable Tripod Student Perception Survey administered to students for which the teacher has been designated as the teacher of record. For SY 2014-15, the two (2) surveys administered will be the Tripod Elementary Student Perception Survey for teachers of grades 3-5 and the Tripod Secondary Student Perception Survey for teachers of grades 6-12. **For the 2014-15 school year, teachers of grades 3-12 will use the grade-appropriate Tripod Student Perception Survey for non-evaluative purposes only.** At the end of 2014-15, the DOE and UFT will meet to discuss the results of the pilot and discuss the possibility of continuing or discontinuing the pilot and use of student surveys for evaluative purposes. If agreement is not reached at the conclusion of 2014-15, then beginning in 2015-16, student surveys will count for 5 points of the teacher’s MOTP rating for teachers in grades 3-12.

Target Population: The students who may be included in the State or Local Measures 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 9th and 10th grade NYC Performance Tasks in ELA).

Teacher Improvement Plan (TIP): A plan provided by an evaluator to a teacher rated “Developing” or “Ineffective” in the previous school year. The plan identifies specific improvement areas as well as a timeline and plan for assessing improvement. 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.