
YOUR GUIDE TO THE TEACHER EVALUATION SYSTEM

DECEMBER 2016



United Federation of Teachers
A Union of Professionals



FOR YOUR REFERENCE: DOCUMENTS YOU SHOULD KEEP

Many of your records, including observation reports and details about your Measures of Student Learning, can be found on your Advance Web Application page at www.uft.org/nycenet. Be sure to print or electronically save these pages as they may become unavailable after the end of the school year. Teachers should ensure data in all applicable systems (Web App, STARS, Schoolnet) are accurate.

MEASURES OF TEACHER PRACTICE (MOTP) OBSERVATION OPTION SELECTION FORM: Your selection of an observation option should have been submitted to the school in writing on this form during the fall. You should have kept a signed copy. Teachers who selected observation Option 1 should have indicated on this form whether they wanted to use the initial planning conference (IPC) as their pre-observation conference. This form also records your consent, if you choose to give it, to allowing your observation to be videotaped. This consent requires both your and your evaluator's signatures.

EVALUATOR FORM: Your evaluator must provide you with a copy of this form within 45 school days of the observation. Keep a copy of this report.

CLASS LISTS/ROSTERS: Keep a copy of the names of students in your classes at the beginning of the year. Update the list as the students in your classes change and make note of the dates of changes. Be sure to participate this spring in roster maintenance and verification to make sure the right students are part of your evaluation.

REQUESTS FOR ASSISTANCE: Keep records of your requests to your evaluator for professional development, materials or other forms of assistance and the response to those requests.

OTHER: If you are concerned you will receive an Ineffective rating due to harassment or based on something other than job performance, keep an objective log of events that can support your claim if you have to appeal a rating. If you receive an Ineffective rating, notify your UFT chapter leader or UFT district representative and provide him or her with your log.

RATING CONCERNS?

If you are concerned about possible procedural violations in your Annual Professional Performance Review, ask your chapter leader about the APPR resolution assistance process and the form. (Read about procedural violations on the UFT website at <http://www.uft.org/chapter-leaders/appr-complaint>.) You have five school days from knowledge of the act or occurrence to file the appropriate paperwork. Contact your chapter leader or district representative with questions or concerns. Your district representative can be reached at the union's borough offices:

Bronx: 718-379-6200 Mon. - Fri.: 10 a.m. - 7 p.m.

Brooklyn: 718-852-4900 Mon., Wed., Thurs.,
Fri.: 10 a.m. - 6 p.m., Tues.: 10 a.m. - 7 p.m.

Manhattan: 212-598-6800 Mon. - Thurs.:
10 a.m. - 7 p.m., Fri.: 10 a.m. - 6 p.m.

Queens: 718-275-4400 Mon., Tues., Wed., Fri.:
10 a.m. - 6 p.m., Thurs.: 10 a.m. - 7 p.m.

Staten Island: 718-605-1400 Mon., Wed., Thurs., Fri.:
10 a.m. - 6 p.m., Tues.: 10 a.m. - 7 p.m.

AN OVERVIEW OF THE NEW EVALUATION SYSTEM

Dear Colleagues,

We've put together this guide to introduce you to important improvements we've negotiated with the Department of Education for your evaluation this year and to changes to your evaluation in 2017-18.

We worked with the DOE to revise the teacher evaluation system so it not only aligns with the new state law, but it's fairer and reduces the impact of standardized tests. We're proud that we're creating more authentic student learning measures, from essays and projects to demonstrations of proficiency in physical education and the arts, which genuinely establish what we teach in our classrooms and what our students are learning.

We've maintained the advantages of a multiple-measures system, but we are moving from two learning measures to one. The student learning assessment will carry less weight and your strengths as a teacher will be valued. This also means a reduced emphasis on tests in your classroom and a renewed emphasis on the work your students do every day and over the course of the school year. That's what really matters.

We've also improved the options teachers have when it comes to observations giving you more flexibility. The observation system we've developed provides a collaborative approach to evaluating a teacher's strengths and gives our members the opportunity to demonstrate their professionalism and passion for their work.

Last, but not least, I'm happy to tell you that we've maintained the voice teachers have when it comes to selecting student learning measures that work for them in their individual schools. The school-based Measures of Student Learning committees remain a strong fixture in the system.

Teachers deserve a professional evaluation system in which administrators and teachers can work together to improve instruction in a safe and respectful environment. Those are the beliefs that underpin this agreement.

Sincerely,

Michael Mulgrew
UFT President

In this guide, we've included

- A list of professional records you should keep
- What you need to know for the remainder of this school year, January through June 2017
- A look ahead at the changes for the 2017-18 school year
- Definitions of commonly used terms in this guide

WHAT YOU NEED TO KNOW FOR 2016-17

What is the same this year?

This evaluation system covers most K-12 teachers. It covers classroom teachers who work for at least six months of the year and spend at least 40 percent of their time as the teacher of record — for example, 10 of 25 teaching periods per week for middle school and high school teachers. The new evaluation system is not for GED and adult education teachers, guidance counselors, hearing education and vision education teachers who do not teach classes, school librarians who are not teachers of record, occupational and physical therapists, paraprofessionals, pre-kindergarten and LYFE (Living for the Young Family through Education) teachers, school nurses, school psychologists, school secretaries, social workers, speech teachers who only provide related services, substitute teachers and teacher assistants.

Your Initial Planning Conference should have been held on or before Oct. 28, 2016. You had four options for observations. All formal and informal observations must be completed after the IPC and no later than June 2, the first Friday in June. You must receive feedback in 15 school days and a written observation report in 45 school days. Components can be rated only when there is observable evidence. All observable evidence must be rated.

A summative end-of-the-year conference must be held between the last Friday in April (April 28, 2017) and the Friday (June 23, 2017) before the last day of school. By the school year's last day, the evaluator must provide, in writing, the teacher's rating for the observation subcomponent. Following the end-of-the-year conference and by Sept. 1 of the following school year, the teacher must receive a full rating including both Measures of Teacher Practice and Measures of Student Learning.

Every school must have a school-based Measures of Student Learning (MOSL) committee. The committee comprises eight members, four selected by the UFT chapter leader and four selected by the school principal. School committees select student learning measures for their school.

Observation options for this school year, 2016-17, remain the same.

Option 1: A minimum of one formal classroom observation and three informal observations.

Option 2: A minimum of six informal classroom observations.

Option 3: For teachers rated Highly Effective the prior year. A minimum of three informal observations. The teacher makes his or her classroom available for three non-evaluative visits from a colleague

Option 4: Available to teachers rated Effective the prior year. The teacher makes his or her classroom available for two non-evaluative visits from a colleague.

The Teacher Improvement Plan process remains the same. A teacher who receives a rating of Developing or Ineffective must develop a Teacher Improvement Plan with the school principal. This is a collaborative process with the administration. The purpose is to assist teachers to work to their fullest potential. The plan identifies specific improvement areas as well as a timeline and plan for assessing improvement. The TIP is in no way disciplinary.

As part of the year-long TIP, the teacher and evaluator hold three meetings, the first one in the fall. The second meeting must be held between Jan. 2 and April 30. The third meeting is the summative end-of-the-year conference, which must be held between the last Friday in April and the last Friday in June.

WHAT YOU NEED TO KNOW FOR 2016-17

What is different this year?

Starting this year, you will have one student learning measure instead of two. It will be combined into a final rating in a simpler, fairer way. Your school-based Measures of Student Learning committee will make the decision about what measure works best for the school for any grade and subject that is not mandated by state law, unless your principal and the committee do not agree. In that case, a systemwide default measure selected by the schools chancellor will be used.

Whatever assessment your school chooses, it will not carry the same high stakes it carried in the past. This is because of the new method for creating final ratings, which relies on a matrix instead of a score.

In the 2017-18 school year, teachers rated Developing in the 2016-17 school year may be chosen by the UFT to appeal their rating to a special panel if the UFT determines the rating was based on harassment or factors other than job performance.

The matrix

In the new system, teachers will no longer receive a score between zero and 100. Instead, the DOE will use a matrix to determine your final rating by combining your Measures of Teacher Practice with your MOSL.

The matrix, below, makes it easy to determine your final rating. You find the box where your MOSL and your MOTP intersect and that's your rating. For example, if you receive an Effective in MOSL and a Developing in MOTP, your overall rating will be Effective.

In general, the matrix focuses the final result on each teacher's strengths.

MEASURES OF TEACHER PRACTICE					
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
MEASURES OF STUDENT LEARNING	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

MEASURES OF TEACHER PRACTICE (MOTP)

We've modified the observation options

We wanted to make sure you had a fair and authentic rating system and we think we've accomplished that. We still have four observation options, but we've improved the choices for teachers rated Effective or Highly Effective. See Options 3 and 4.

Observation Option 1: A minimum of one formal classroom observation and three informal observations is required.

Observation Option 2: A minimum of six informal classroom observations is required.

Observation Option 3: Available to teachers rated Effective and Highly Effective the prior year. The principal or other evaluator conducts four informal observations. The teacher makes his or her classroom available for two nonevaluative visits from a colleague.

Observation Option 4: Available to teachers rated Highly Effective the prior year. The principal or other evaluator makes three informal observations. The teacher makes his or her classroom available for three nonevaluative visits from a colleague.

We've modified the requirements for the TIP

What's new? Instead of an unlimited number of improvement areas, a Teacher Improvement Plan will now have a maximum of three areas of improvement that must be related to the teacher's Ineffective or Developing rating.

A supervisor will determine two areas of improvement. The teacher will determine the third. The teacher must provide this choice to the administration by Oct. 1.

Please note: All teachers who are rated Ineffective are guaranteed a peer validator/independent evaluator.

MEASURES OF STUDENT LEARNING (MOSL)

In addition to current MOSL options, other options will be designed to minimize standardized testing in our schools. These will fall into four categories, two existing options and two new options.

The new assessments will be developed in 2016-17 for use in 2017-18 and the UFT and the DOE will consider how and where to expand in the future.

- 1. Project-Based Learning Assessments** are a new category wherein a student's final assessment is at least partly composed of work the student has developed over time in conjunction with a specific project-based learning unit. These projects and/or units must provide a student with the opportunity to demonstrate standards-based academic growth.
- 2. Student Learning Inventories** (also new) are collections of student work that will include both DOE-developed components as well as classroom artifacts (student work) that capture student growth.
- 3. Performance-Based Assessments** are assessments the UFT and the DOE have collaboratively developed to learn how well a student understands and completes a specific task. These assessments are already a part of our evaluation system but will be expanded into other grades and subjects starting in 2017-2018.
- 4. Progress Monitoring Assessments** are third-party assessments that allow teachers to assess academic performance. Examples include Degrees of Reading Power and Teachers College Reading and Writing Project. These assessments are part of our current evaluation system.

COMMONLY USED TERMS IN EVALUATIONS

Annual Professional Performance Review: Your annual rating based upon Measures of Teacher Practice and Measures of Student Learning.

Assessments: These include ELA and math exams given in grades 3-8, science and alternate assessments, NYS English as a Second Language Achievement Test and the Regents exams.

Components: The eight specific categories outlined in the four domains of the Danielson Rubric. Each component is scored on a HEDI range of 1 to 4, from low to high, based on what was observed.

Default measure: A schoolwide measure based on assessment(s) approved by the MOSL central committee, differentiated only by school type, i.e. elementary, middle, high or similar types. The default applies systemwide to all grades and subjects, except as proscribed by law or regulation, when a principal does not accept the recommendations from the school-based MOSL committee. The chancellor selects the default assessment based on recommendations from the MOSL central committee.

Evaluator: The principal, assistant principal, district superintendent or assistant superintendent who has received training to evaluate teachers in accordance with state Education Law §3012-d.

Goal setting measure: One of two methods for measuring changes in student performance. Growth is measured based on targets set early in the year and teacher ratings are determined by how well students performed compared to the target. (See “*growth model*” for the alternative model.)

Group measures: Also called grade-level or school-wide measures. Measures that cross classrooms. Based on all students in a particular grade and subject taking the same assessments, even with different teachers.

Growth model: One of the methods for measuring student progress. Results are based on the growth of similar students in the same grade and subject on the same assessment.

HEDI: This is an acronym for the four rating categories: Highly Effective, Effective, Developing and Ineffective.

Initial planning conference: An in-person conversation with an evaluator conducted at a mutually agreed upon time no later than the last Friday in October. At the meeting, an evaluative plan and choice of observation options are discussed.

If you choose Option 1, the initial planning conference may serve as your pre-observation conference if it takes place less than 20 days before your formal observation.

Moratorium: State tests in ELA and math, grades 3-8, are subject to a four-year moratorium beginning in 2015-16. They may not be used in determining a teacher’s rating during those four years.

Measures of Student Learning (MOSL): A measure of teacher performance that is based on student growth over the year, not absolute proficiency levels. Each MOSL comprises an assessment (chosen from a list of allowable options,) a target population (individual, group or linked,) and growth measurement (growth model or goal setting). Each grade and subject in a school has an associated MOSL selection whether it is state-mandated or decided by the school-based MOSL committee. All teachers eligible for rating under Advance will receive a MOSL rating, which accounts for one portion of a teacher’s overall rating.

Measures of Teacher Practice (MOTP): Evidence that provides data on teaching performance. Observation protocols are among those sources that are used to evaluate teachers and to improve a teacher’s skills.

School-based MOSL committee: An eight-member committee at every school. The UFT chapter leader selects four members and the principal selects four. School committees select the Measures of Student Learning for their school, which they present to the principal. If the principal and school-based MOSL committee do not agree on the measure, the default will be used. (See *default measure*.)

Summative end-of-the-year conference: A face-to-face conversation between teacher and evaluator conducted between the last Friday in April and the last Friday in June. At the meeting, classroom observations and scored evaluations from the school year are discussed. During this conference, you can answer any questions your supervisor has.