Advance Frequently Asked Questions (FAQs)

2019-20

Updated: September 16, 2019

OVERVIEW

This document supplements the information provided in the resources below and provides answers to specific questions and situations that may arise. Please use the resources below to find general information on each content area.

Resources:

Advance InfoHub

The *Advance* InfoHub holds all information and resources regarding the *Advance* teacher development and evaluation system

Advance Web Application

Access the *Advance* Web Application
Advance Web Application User Guide

General

Advance Guide for Educators: An Overview of the *Advance* Teacher Development and Evaluation System
Initial Planning Conference (IPC) Toolkit
Teacher Improvement Plan (TIP) Toolkit
Mid-Year Conference Toolkit
Summative EOY Conference Toolkit

Measures of Teacher Practice (MOTP)

MOTP InfoHub

Measures of Student Learning (MOSL)

MOSL InfoHub
MOSL Selections Guide
MOSL Assessment Administration Handbook
Periodic Assessment InfoHub

Overall Ratings

Overall Ratings Guide
Data Corrections Requests (DCR) Guide

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FREQUENTLY ASKED QUESTIONS (FAQs)

1. TEACHER ELIGIBILITY

1.1 General

1.1.1 Which teachers are evaluated using the *Advance* teacher development and evaluation system?

K-12 classroom teachers[1] who teach 40% or more of a full-time position are eligible to be evaluated using the *Advance* system. A full-time teaching position usually corresponds to five teaching periods per day. [2]

The charts below show specific categories of employees that are and are not eligible under New York State Education Law 3012-d. This list is not comprehensive; it addresses some of the most frequently asked questions about categories of teachers. Teachers not evaluated using *Advance* are evaluated using the Satisfactory/Unsatisfactory (S/U) system.[3]

Teachers who are eligible for evaluation using *Advance* system	Instructional Employees who will be evaluated using S/U system
Career and technical teachers	Pre-kindergarten teachers

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[1] Full-time K-12 classroom teachers who maintain active status for at least six (6) cumulative calendar months during the current school year are evaluated using the *Advance* system.
[2] For example, in these schedules, teachers must teach at least two periods per day or the equivalent of two full days per week to be eligible under *Advance*; in a typical secondary school, where teachers teach 25 periods a week, a teacher who teaches fewer than 10 periods per week is not eligible for *Advance*.
[3] Questions about S/U evaluation should be directed to HR Connect at 718-935-4000.

Teachers who are eligible for evaluation using *Advance* system	Instructional Employees who will be evaluated using S/U system
General education teachers	Adult, community, and continuing education teachers (including GED teachers)
Special education teachers, ESL teachers, SETSS teachers, AIS teachers, and resource room teachers	Attendance teachers, counselors, secretaries, dental hygiene teachers, psychologists, social workers
Transfer school, and D79 non-GED teachers	Non-public school teachers
Librarians[4]	Teachers who teach less than 40% of a full-time position (including coaches/deans)
	YABC teachers
	Home and hospital teachers
	Speech teachers who perform only related services[5]
	ROTC teachers[6]
	IEP teachers[7]

1.1.2 NEW: Are teachers from the Absent Teacher Reserve (ATR) eligible for *Advance*?

ATRs who meet the eligibility requirements listed in FAQ 1.1.1 are eligible for *Advance* and must be evaluated accordingly. School leaders are advised to mark these teachers eligible and meet all

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[4] Only Librarians who are considered a teacher of record and who are assigned groups of students for instruction for 40% or more of a full-time position are eligible under *Advance*. For the 2019-20 school year, librarians who spend more than 60% of their time teaching flexible schedules are not eligible under *Advance*.

[5] We estimate that the large majority of speech teachers in NYC only provide related services at this time. Please contact your Teacher Development and Evaluation Coach (TDEC) if you believe you have a speech teacher who does not **only** provide related services.

[6] ROTC teachers who spend 100% of their time teaching ROTC are not eligible under *Advance*. If a teacher spends part of his/her time teaching classes other than ROTC, then the above eligibility rules apply.

[7] IEP teachers who teach 40% or more of a full-time position are eligible to be evaluated using the *Advance* system.

Advance requirements for any teacher whose eligibility is still in question.

1.1.3 Who is eligible to receive a Teacher Improvement Plan (TIP) under *Advance*, and what does the TIP include?

Any teacher who received an *Advance* Overall Rating of Ineffective or Developing for school year 2018-19, and is teaching in an *Advance*-eligible position in 2019-20, will receive a TIP in 2019-20.

Teachers who received an *Advance* Overall Rating of Ineffective or Developing in 2013-14, 2014-15, 2015-16, 2016-17, or 2017-18 but were not eligible for *Advance* in the interim, will receive a TIP in 2019-20 if they are currently *Advance*-eligible.

Teachers who are not eligible for *Advance* in 2019-20 will not receive a Teacher Improvement Plan (TIP), but may receive individualized professional development in order to support continuous improvement.

Please note, TIP documentation for teachers who received an Ineffective or Developing rating in years prior to 2018-19 is available in the TIP function on the *Advance* Web Application.

Teachers have the opportunity to collaborate with their evaluator in TIP development and will be supported in TIP implementation. TIPs include a maximum of three specific areas in need of improvement related to the teacher's Ineffective or Developing rating(s) on a particular MOTP or MOSL component(s)/subcomponent. The teacher determines one area of improvement and must do so by **September 30.** The evaluator shall determine up to two areas of improvement. If a teacher chooses not to select an area of improvement, the evaluator may determine the third area of improvement.

Once finalized, a copy of the TIP should be shared with the teacher and placed in the teacher's file. For more information on TIPs, see the TIP Toolkit, which includes protocol information and best practices.

1.1.4 Teacher license: Does a teacher's license area impact his/her MOTP or MOSL?

No. Measures of Teacher Practice and Student Learning should be based on the grades/subjects that a teacher teaches, not on a teacher's license area.

1.1.5 NEW: Teacher trainings and resources: What is the *Advance* Annual Training Session?

Training will be provided to all eligible employees regarding the implementation of the *Advance* observation cycle (including the role of the Danielson Framework for Teaching) and MOSL. This training shall be provided to all eligible teachers at each worksite during the workday no later than the last Friday in October (October 25 in 2019). In addition, teachers can access links to *Advance* tools and resources on the *Advance* Annual Training InfoHub page.

1.2 Specific Situations

1.2.1 How does *Advance* work for itinerant teachers? How are Measures of Student Learning selected, and who does their Measures of Teacher Practice observations and conferences?

An itinerant teacher (i.e., a teacher who teaches at multiple locations concurrently) must be marked as eligible in the *Advance*

Web Application by the school(s) in which the teacher teaches, if they meet eligibility requirements to be evaluated under *Advance*.

The payroll school is responsible for conducting itinerant teachers' Initial Planning Conferences and Summative End-of-Year Conferences. Observations should be conducted at any of the teacher's locations in which the teacher teaches. The principal of an itinerant teacher's payroll school should work with supervisors at the non-payroll school(s) where the teacher teaches to ensure that required observations are completed. Each school(s) should then enter the observation option that the teacher selected in his or her Initial Planning Conference, and proceed to enter Teacher Observation Reports as necessary; hard copies of these signed Teacher Observation Reports should be sent to the payroll school for inclusion in the teacher's permanent file by the end of the school year.

Itinerant teachers' Measures of Student Learning (MOSL) selections are determined by the NYCDOE across all grade/subjects the teacher teaches, based on application of the 50% rule. This means that all grade/subjects are aggregated by the NYCDOE, and then the 50% rule will be applied to the selections to determine the set of grade/subjects that will be used in the teacher's MOSL. For itinerant teachers' MOSL selections, no school – neither the payroll nor the non-payroll school – should make or confirm teacher-level MOSL selections.

1.2.2 Are teachers who do not serve the full year eligible for *Advance* (e.g., those who are hired late in the year or go on leave unexpectedly)? Will they be eligible if they switch schools?

Teachers are evaluated under *Advance* if they serve at least six cumulative months during the school year, regardless of whether they serve in one school or multiple schools.

Teachers who are ineligible for *Advance* will receive an S/U rating. School leaders are advised to meet *Advance* requirements for any teacher whose eligibility is still in question.

All teachers serving students should be observed and provided with meaningful feedback.

1.2.3 How does *Advance* work for District 75 inclusion program teachers? How are Measures of Student Learning selected, and who does their Measures of Teacher Practice observations and conferences?

A D75 inclusion teacher must be marked as eligible in the *Advance* Web Application by the school(s) in which the teacher teaches, if they meet eligibility requirements to be evaluated under *Advance*. This service mandates a full day instructional program for the D75 inclusion teacher (also known as a D75 Inclusion Program or D75 SETSS program teacher) and therefore meets eligibility requirements to be evaluated under *Advance*.

Community schools should confirm the teacher as eligible (if applicable, as per FAQ 1.1.1), ensure they are scheduled in STARS, and review and confirm their teacher-level MOSL selections in the AWA. Inclusion teachers will not appear in

community school MOTP data reports and will not impact observation completion data in the *Advance* Web Application. District 75 schools should confirm the teacher as eligible (if applicable, as per FAQ 1.1.1), conduct the Initial Planning Conference, enter the teacher's observation option, and conduct the Initial Planning Conference, observations, and Summative End-of-Year Conference. They should also ensure that the [Shared Instruction guidelines](#) have been followed, which include adding the teacher to Shared Instruction on ATS.

2. MEASURES OF TEACHER PRACTICE (MOTP)

For general information regarding MOTP, please review the *Advance* [Guide for Educators](#) and the *Advance* [MOTP InfoHub](#).

2.1 Evaluators

2.1.1 How are evaluators trained to use the Danielson *Framework for Teaching* fairly and accurately?

To ensure that the City's APPR plan is implemented fairly and accurately, the New York State Education Department (NYSED) requires that evaluators receive robust training. All evaluators receive ongoing job-embedded implementation support from Teacher Development and Evaluation Coaches (TDECs). This support focuses on helping school leaders support teachers with understanding the rubric and developing their practice, and also guides school leaders through the process of teacher evaluation.

In addition, principals must complete recertification training annually in order to serve as lead evaluators. For a returning principal to achieve re-certification for the 2019-20 school year, s/he must meet the following criteria:

1) **SY 2019-20: Participate in Job-Embedded Support (5 hours).** Job-embedded support includes two visits with a TDEC, focused on inter-rater reliability and support to implement *Advance* while engaging teachers in the process.

2) **Fall-Winter 2019: Participate in a video review of teaching practice** facilitated by a TDEC.

Principals who have not completed initial certification as lead evaluators (for example, new principals) must complete the requirements above and also meet the following criteria:

3) **SY 2019-20: Participate in Additional Job-Embedded Support (2.5 hours)**. This additional visit with a TDEC will focus on an introduction to *Advance* policy and focus on inter-rater reliability and support to implement *Advance*.

2.1.2 In addition to the principal, who else can serve as an evaluator?

Assistant principals and other school-based supervisors and administrators can serve as secondary evaluators under *Advance*. Secondary evaluators can perform many of the same *Advance*-related tasks that lead evaluators perform, for example:

A. Hold Initial Planning and Summative End-of-Year Conferences;

B. Discuss, prepare, and monitor progress of Teacher Improvement Plans;

C. Conduct informal and formal classroom observations; and

D. Give feedback and ratings based on lesson-specific evidence.

Please note that principals, as lead evaluators, are responsible for determining a teacher's annual *Advance* rating and signing off on Teacher Improvement Plans.

2.2 Conferences

2.2.1 Which meetings must be scheduled by mutual agreement?

- Initial Planning Conference
- Pre-Observation Conference, Formal Observation, and Post-Observation Conference

Please note that the Summative End-of-Year Conference is not required to be scheduled at a mutually agreed-upon time.

2.2.2 What is the window during which Initial Planning Conferences can be held?

Initial Planning Conferences (IPCs) may be held between the first day teachers report to school (September 3 in 2019) and the last Friday in October (October 25 in 2019). For teachers who are absent from the first day of school until the last Friday in October (including those who commence service after the last Friday in October), the IPC should be conducted within 10 school days of his or her return to school.

2.2.3 What are the expectations for the Initial Planning Conference?

The IPC is a mandatory, one-on-one meeting between the teacher and evaluator that occurs prior to any formal or informal evaluative classroom observation. The purpose of the IPC is for the teacher

and evaluator to discuss the teacher's continuous growth and development for the school year, reflecting upon previous evaluations, if any, the teacher's area of focus, and the school's instructional priorities. Teachers may choose to set professional goals as part of the IPC, however it cannot be required of them. Additionally, teachers may choose to indicate a preference for how they wish to receive feedback from observations during this time.

Assistant principals and other secondary evaluators may conduct the IPC. This meeting must be scheduled at a mutually agreed-upon time between the teacher and evaluator. There is no minimum length of time for an IPC (i.e., it does not need to be a full class period), but the conference must be long enough to cover all of the requirements. At this meeting, teachers are required to indicate whether observations can be recorded via video. Teachers make their choices by completing and signing the IPC Form. For teachers who know they will receive a formal observation as part of their assigned observation option, the IPC may serve as a teacher's pre-observation conference if the teacher chooses and if the IPC occurs between 1 and 20 school days prior to the formal observation.

Teachers rated Ineffective or Developing based on criteria set forth in FAQ 1.1.3 will also discuss their Teacher Improvement Plan (TIP) during the IPC. For these teachers only, the IPC must be conducted by October 1.

2.2.4 When do Summative End-of-Year Conferences occur? When should the Summative End-of-Year Conference occur if the teacher is absent at the end of the year?

Summative End-of-Year Conferences between a teacher and evaluator(s) may occur anytime between the last Friday in April

and the last Friday in June when school is in session. For school year 2019-20, Summative End-of-Year Conferences may take place between April 24, 2020 and June 26, 2020. Note that, unlike IPCs, evaluators are not required to hold Summative End-of-Year Conferences at a mutually agreed upon time but are encouraged to accommodate teacher schedules whenever possible. More than one evaluator may be present at the evaluator's discretion.

When a teacher is absent between the last Friday of April and the last Friday in June, and the absence is foreseen and the evaluator was aware the teacher would not be present during this period (e.g., teacher is taking maternity leave), the Summative End-of-Year Conference shall be held before the teacher leaves. If the absence was unforeseen (e.g., extended leave) and therefore the evaluator could not conduct the Summative End-of-Year Conference, it must be held no later than the last Friday in October of the following school year (October 25 in 2019 for school year 2018-19 and October 30 in 2020 for school year 2019-20); if this occurs evaluators have discretion to conduct both the IPC and Summative End-of-Year Conference at the same time, so long as requirements for both meetings are fulfilled.

2.2.5 What are expectations for a Summative End-of-Year Conference?

Advance-eligible teachers participate in a face-to-face Summative End-of-Year Conference with their principal and/or other evaluator. The purpose of this collaborative conversation is to review feedback and ratings from observations of practice and to identify areas of improvement and next steps toward the teacher's continued professional growth; the Danielson 2013 *Framework for Teaching* serves as the common language for a discussion of areas of improvement that were observed throughout the school

year and what next steps should be taken for future growth. Evaluators may schedule conferences before all of a teacher's observations are complete, and must have copies of all completed Teacher Observation Reports available for review at the conference; note that all evidence to inform teacher ratings must be captured on the Teacher Observation Report.

There is no required documentation to submit for the Summative End-of-Year Conference. If the teacher set optional goals at the start of the school year, the results of those goals may also be discussed for professional development purposes.

2.3 Classroom Observations

Overview of Key Terms:

Observation Cycle: includes three distinct steps: observation, feedback (delivered in a manner determined by the evaluator), and issuance of the final Teacher Observation Report.

Teacher Observation Report: This report is completed by the evaluator within 30 school days of a teacher's evaluative observation for *Advance*. It requires evaluators to provide lesson-specific evidence gathered during an observation for all components rated. This form also has a space for additional evaluator notes and/or feedback, which are optional. It can be prepared by entering teachers' ratings in the *Advance* Web Application or off-line by printing a blank Teacher Observation Report (in PDF or Microsoft Word) from the *Advance* InfoHub. The completed Teacher Observation Report shall be provided to the teacher no later than thirty school days.

Sample completed Teacher Observation Reports of ratings based on informal and formal observations are available on the *Advance*

[MOTP InfoHub](#). Note that these samples provide an illustration for training purposes and are not intended to illustrate every possible use of the form.

Evidence: Specific, observable features of teaching practice captured by evaluators taken during any formal or informal classroom observation; it may also include direct observations of practice related to components 1a, 1e, and/or 4e captured within 15 school days preceding an observation unless it was used as part of a letter to file. 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 Teacher Observation Report.

Feedback: Evidence-based commentary that is aligned to the Danielson *Framework for Teaching* provided to the teacher within 10 school days following an observation. Feedback should include the sharing of evidence and shall also include notification to the teacher regarding whether or not the observation will be used for evaluative purposes. The primary purpose of feedback is to help teachers improve; for example, a school leader may note observed areas of strength and growth for the teacher and also note one or two specific actions that the teacher can take to improve his/her practice. Feedback shall be through an in-person conversation, in writing, via e-mail, or through any other form of communication and must be shared prior to the issuance of the final Teacher Observation Report. Feedback shall include notification to the teacher regarding whether or not the observation will be used for evaluative purposes. Teachers may choose to indicate a preference for how they wish to receive feedback from observations during their Initial Planning Conference.

Initial Planning Conference: 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*. During the IPC, the evaluator and teacher meet face-to-face to discuss expectations for the year ahead.

Pre-observation conference: individual, face-to-face meeting as part of each formal observation 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.

Post-observation conference: individual, face-to-face meeting, held at a mutually agreed upon time within 20 school days following the formal observation. 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. Principals may choose to share feedback prior to the post-observation conference.

Summative End-of-Year Conference: a mandatory face-to-face individual meeting between the *Advance*-eligible teacher and his/her principal and/or other evaluator. The purpose of this collaborative conversation is to review feedback and ratings from observations of practice and to identify successes, areas for growth, and next steps toward the teacher's continued professional growth. It is also an opportunity to reflect on available student data that may inform ways to improve teaching practice so students learn and grow.

2.3.1 What are the components of the observation cycle in *Advance*?

The *Advance* observation cycle includes three distinct steps: observation, feedback (delivered in a manner determined by the evaluator), and issuance of the final Teacher Observation Report. Feedback shall include notification to the teacher regarding whether or not the observation will be used for evaluative purposes. Feedback must be shared prior to the issuance of the final Teacher Observation Report. The Teacher Observation Report shall be provided to the teacher no later than thirty school days of the observation; it must be completed, signed by the evaluator and teacher, to be placed in the teacher's file. Additionally, from the time an observation is conducted until the time the teacher receives the Teacher Observation Report for that observation, only one additional evaluative observation may be conducted.

2.3.2 How many observations are used for evaluative purposes each year?

Recognizing that teachers are at different stages of their careers and who have achieved different levels of proficiency, as indicated by the *Framework for Teaching*, observations differ in the number and type of classroom observations that the teacher receives over the course of the year. There is no maximum number of observations a teacher may receive. After an observation, feedback shall include notification to the teacher regarding whether or not the observation will be used for evaluative purposes.

The DOE will use a teacher's most recent probationary status (no later than the last day of the Initial Planning Conference window)

when assigning the MOTP observation option. If a teacher is on leave or not yet active until after the last day of the Initial Planning Conference window, then the status they have when they become active will determine their MOTP observation option.

Probationary Status	Final APPR rating in the previous year (2018 – 2019)	Final APPR rating in 2017 - 2018	Number of observations that are used for evaluative purposes in SY2019 - 2020
Completed Probation	"Highly Effective"	Any rating or no rating	Minimum two (2) informal observations
	"Effective"	"Highly Effective," "Effective," and/or "Satisfactory"	Minimum two (2) informal observations
		"Developing," "Ineffective", or "Unsatisfactory"	Minimum of three (3) informal observations
		No rating	Minimum of one (1) formal and one (1) informal observation
	"Developing"	Any rating or no rating	Minimum of one (1) formal and three (3) informal observations
	"Ineffective" or "Unsatisfactory"	Any rating or no rating	Minimum of one (1) formal and four (4) informal observations
	No rating or a rating other than any listed above	Any rating or no rating	Minimum of one (1) formal and three (3) informal observations

Probationary Status	Final APPR rating in the previous year (2018 – 2019)	Final APPR rating in 2017 - 2018	Number of observations that are used for evaluative purposes in SY2019 - 2020
Probationary	"Highly Effective," "Effective," "Developing," "Satisfactory," or no rating	Any rating or no rating	Minimum of one (1) formal and three (3) informal observations
	"Ineffective" or "Unsatisfactory"	Any rating or no rating	Minimum of one (1) formal and four (4) informal observations

Option PROSE: Teachers in PROSE schools that have voted to include Option PROSE may select this option for MOTP.

- Teachers cannot be required to select into Option PROSE. Teachers who would like to select Option PROSE for the 2019-20 school year may make that selection during the Initial Planning Conference (IPC). The teacher's administrator will then change the option in the AWA and can print the IPC Form with Option PROSE selected.
- For teachers who select Option PROSE there will be:
    - Minimum of two (2) informal classroom observations lasting a minimum of 15 minutes each (both may be unannounced but one must be unannounced); and
    - A Structured Review that includes a specific area of focus, a mid-year check-in conference, and a final review.

For more information, please review the Implementing Option PROSE Guidance.

2.3.3 When can evaluators begin observations and how often can they conduct observations?
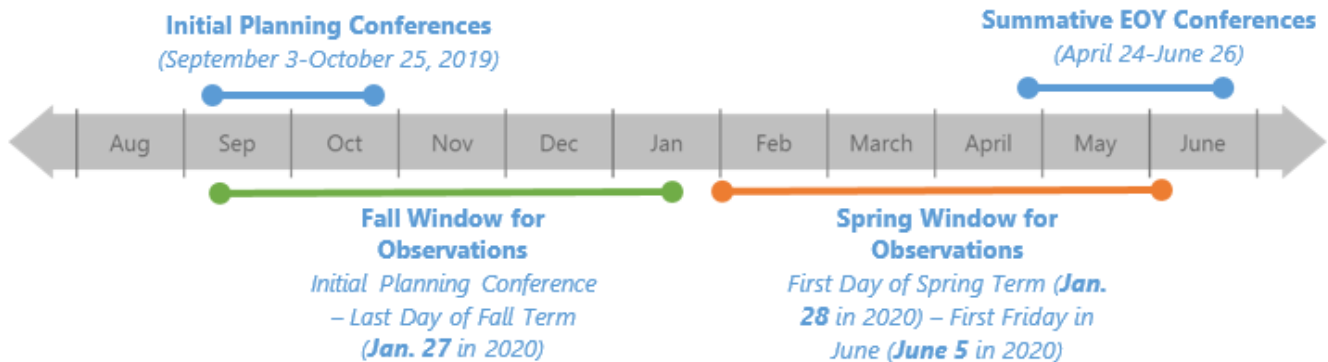
Evaluators can begin classroom observations for evaluative purposes for a teacher immediately following the IPC. Additionally, evaluators can always visit classrooms as part of general school supervision, as well as for formative or developmental purposes throughout the year. There is no limit to the number of evaluative observations (formal or informal) that can be conducted.

2.3.4 NEW: When do observations occur? What are the evaluation windows?

In order to ensure that teachers receive responsive feedback at appropriate intervals throughout the year, the school year shall consist of two evaluation windows. The Fall Window for observations begins with the Initial Planning Conference and ends on the last day of the Fall term. The Spring Window for observations begins the first day of the Spring term and ends with the first Friday in June. Half of the required minimum number of observations shall be done in the Fall Window. Half of the required minimum number of observations shall be done in the Spring Window. In situations where the minimum number of observations is three or five, the additional observation may occur in either window.

The Teacher Observation Report may be provided outside of the window for observations that are conducted within the window (e.g., after an observation conducted on January 15, the observation report may be provided on February 5). However, no required observation shall begin in the Spring Window until the final Teacher Observation Report for all required observations from the Fall Window have been provided to the teacher. Nothing prevents

evaluators from conducting more than the minimum number of observations.

Initial Planning Conferences
(September 3-October 25, 2019)

Summative EOY Conferences
(April 24-June 26)

Aug | Sep | Oct | Nov | Dec | Jan | Feb | March | April | May | June

Fall Window for Observations
Initial Planning Conference – Last Day of Fall Term
(*Jan. 27* in 2020)

Spring Window for Observations
First Day of Spring Term (Jan. 28 in 2020) – First Friday in June (June 5 in 2020)

Note that all timelines must be adhered to absent extraordinary circumstances (e.g., certain types of leaves); teacher absences do not count against these timelines.

2.3.5 How many observers may be present during observations?

During both formal and informal evaluative observations, no more than one evaluator and two school-based observers (i.e., the superintendent, assistant superintendent, or trained administrator of the teacher's school) may be present. The evaluator is solely responsible for completing the Teacher Observation Report.

2.3.6 What are the feedback requirements for observations?

To help ensure that teachers are provided with timely feedback on their practice, evaluators are required to provide lesson-specific feedback to teachers within 10 school days of any evaluative observation. Feedback shall include notification to the teacher regarding whether or not the observation will be used for evaluative purposes. Feedback shall be through an in-person conversation,

in writing, via e-mail, or through any other form of communication. Every effort should be made to provide feedback within 10 school days to the teacher; however, if a teacher is absent, the 10 day "clock" stops until they return.

2.3.7 What is the difference between (p&p) and (obs) on the Teacher Observation Report?

In the *Advance* Web Application, there are two places to enter evidence and ratings on the Teacher Observation Report for components 1a, 1e, and 4e — **preparation & professionalism (p&p) and observation (obs)**.
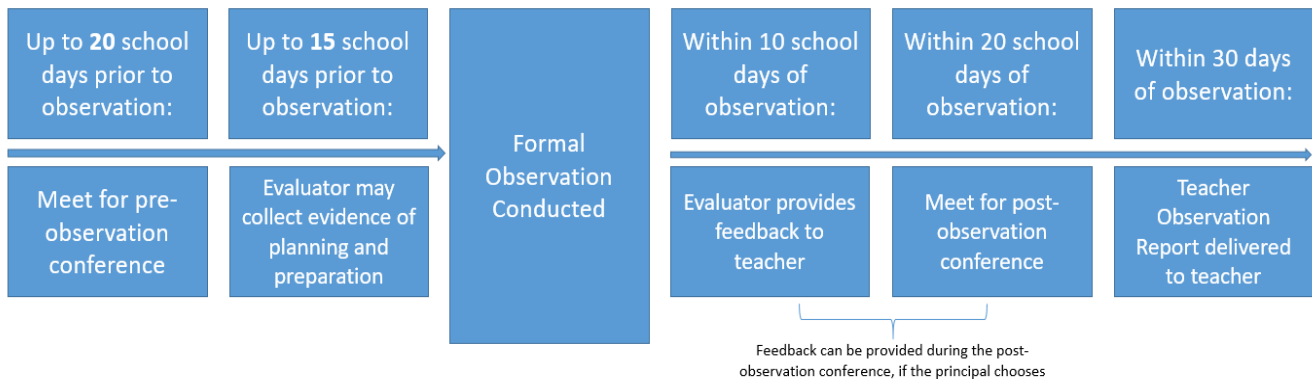
In the observation (**Obs**) field, include evidence regarding components observed during an observation or, if a formal, in connection with pre or post observation conference.

In the preparation & professionalism (**p&p**) field, include evidence regarding components observed outside of an observation and during the 15 school day window prior to an observation.

2.3.8 What are formal observations and how are they conducted?

Formal observations are announced, full-period observations scheduled at a mutually agreed-upon time. The evaluator and teacher must mutually agree upon a time to meet, in-person, for an individual, face-to-face pre-observation conference held within the 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; if the pre-observation conference is held within 15 days prior to the formal
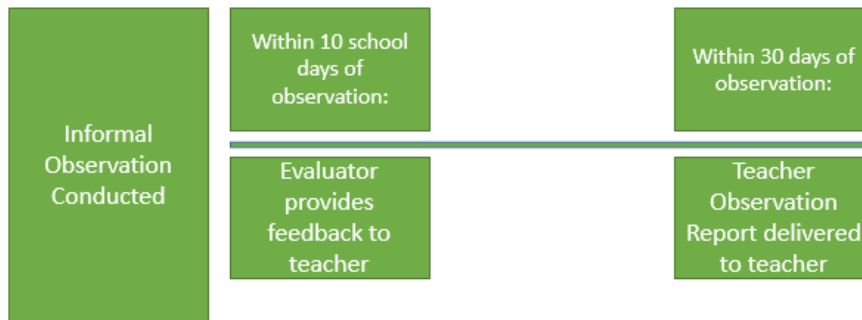
observation, the evaluator may also collect evidence of planning and preparation to include on the Teacher Observation Report. Feedback from the observation must be provided to the teacher within 10 school days of the observation. Feedback shall be through an in-person conversation, in writing, via email or through any other form of communication. Within 20 school days after the formal observation occurs, the evaluator and teacher also must agree upon a time to meet, in-person, for a post-observation conference, which will provide the teacher and evaluator the opportunity to discuss the observation, engage in a meaningful conversation about the teacher's practice, and discuss next steps for development. During formal observations, teachers may be rated on each of the eight components agreed upon by the NYCDOE and UFT for which evidence is observed.

Up to **20** school days prior to observation:	Up to **15** school days prior to observation:		Within 10 school days of observation:	Within 20 school days of observation:	Within 30 days of observation:
Meet for pre-observation conference	Evaluator may collect evidence of planning and preparation	Formal Observation Conducted	Evaluator provides feedback to teacher	Meet for post-observation conference	Teacher Observation Report delivered to teacher

Feedback can be provided during the post-observation conference, if the principal chooses

2.3.9 What are informal observations and how are they conducted?

Informal observations *may* all be unannounced and at least one (1) observation *must* be unannounced. Informal observations are at least 15 minutes in duration. In addition, informal observations do not require pre- and post-observation conferences. During informal observations, teachers may be rated on each of the eight

components agreed upon by the NYCDOE and UFT for which evidence is observed.

	Within 10 school days of observation:		Within 30 days of observation:
Informal Observation Conducted		→	
	Evaluator provides feedback to teacher		Teacher Observation Report delivered to teacher

2.3.10 Must the pre-observation conference for a formal observation be lesson specific?

Yes. 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; it is also an opportunity for the evaluator to observe evidence of planning. Finally, the evaluator and the teacher should discuss any outstanding questions or concerns and should agree on the date and time the formal observation will occur (no more than 20 school days following the pre-observation conference).

2.3.11 Are the evaluator's low-inference/observation notes required to be provided to the teacher?

No. Low-inference observation notes taken by the evaluator during the classroom observation are not required to be shared with the teacher or placed in the teacher's file. However, evaluators must include lesson-specific evidence for each component rated on the Teacher Observation Report.

2.3.12 Can evidence collected outside of a classroom observation be considered when rating the eight components of the Danielson Rubric?

Yes, so long as it is done consistent with the teachers' contract. The Teacher Observation Report allows evaluators to provide evidence and a rating for teacher practice for preparation & professionalism (p&p) in components 1a, 1e, and 4e if it was directly observed within 15 school days prior to the classroom observation. Examples of such evidence could include, but are not limited to, professional development activities that teachers participate in or lead, or a unit plan.

2.3.13 How are observations over the year compiled to form the MOTP rating?

Teachers will receive a rating for each component for which the evaluator observed evidence, but they will not receive an overall observation rating. Each of the eight components must be rated at least once over the school year. All eight do not need to be rated during each observation completed. Once all observations are completed, these individual component ratings are averaged together, one component at a time, to produce overall component averages. Once each of the overall component averages is calculated, the results are weighted according to their respective domain and then summed to arrive at a final MOTP Score on a scale of 1.00-4.00. This score is then converted into a Highly Effective, Effective, Developing, or Ineffective (HEDI) rating, which is a teacher's MOTP rating, based on the following cut scores:

MOTP Rating	Scoring Range
Highly Effective	3.51 – 4.00
Effective	2.51 – 3.50
Developing	1.75 – 2.50
Ineffective	0.00 – 1.74

For more information on 2018-19 MOTP calculation, refer to the Overall Ratings Guide.

2.3.14 What are the protocols for use of video or photo during observations?

All observations must be conducted in person, unless the teacher and evaluator agree that evaluators do not need to be present when videotaping. Each teacher must indicate whether they would like to include videotaping as part of the observation process for the year on the IPC Form. This form is completed, signed, and retained in the teacher's file at the IPC. The teacher should retain a copy of the form.

If a teacher wishes to be videotaped, s/he must then select either option:

1. The evaluator chooses which observations, if any, will be videotaped.
   OR
2. If the teacher is required to have a formal observation the evaluator shall videotape the formal observation. If the teacher is not required to have a formal observation the evaluator shall videotape one (1) of the informal observations at the evaluator's option which will be chosen by the evaluator.

Please note that the use of video outside of the evaluation process for formative purposes, such as for coaching and professional development of teachers, is allowable and recommended. School administrators who do not have capacity to record observations per the teachers' selections should contact their TDEC.

Still photography during classroom observations is permitted, but should, to the extent practicable, be unobtrusive. For example, photographs may be taken at the end of the observation.

2.3.15 Can evidence of misconduct be included in a teacher's rating?

Yes. Principals are obligated to investigate and document evidence of teacher misconduct, and to take appropriate disciplinary action as part of their supervisory responsibilities. The process for documenting misconduct through a disciplinary letter to the teacher's file remains the same. However, the 2014 NYCDOE-UFT contract specifies that (a) misconduct that occurs during an observation that constitutes evidence of components 1a, 1e, and/or 4e can be included on the Teacher Observation Report and in a disciplinary letter; and (b) misconduct that occurs outside of a classroom observation but during the 15 school days prior to a classroom observation and constitutes evidence of components 1a, 1e, and/or 4e, can be included on the Teacher Observation Report **or** in a disciplinary letter (not both). If misconduct occurs outside of a classroom observation and more than 15 school days prior to a classroom observation, the misconduct can only be included in a disciplinary letter.

2.3.16 What should school leaders do if s/he misses deadlines associated with the observation process?

School leaders should plan ahead to ensure no deadlines are missed. If a school leader experiences extraordinary circumstances that cause him/her to miss the deadline for a required element of *Advance* (for example, the Initial Planning Conference or Summative End-of-Year Conference deadlines or evaluation windows), the principal should contact his or her TDEC for support. In addition, evaluators should keep records of any scheduling issues that pose a barrier to meeting deadlines.

3. MEASURES OF STUDENT LEARNING

For general information regarding MOSL, please review the *Advance* Guide for Educators, MOSL Selections Guide, and the *Advance* MOSL InfoHub.

3.1 General

3.1.1 Multiple Measures: Is it still possible for a teacher to receive multiple Measures in his/her MOSL score? How are multiple measures going to be "weighted" to determine a teacher's MOSL score?

Yes. Since many teachers teach multiple grade/subjects, it is still possible for teachers to have multiple measures of student learning based on the results of the 50% rule. In addition, School-based MOSL Committees are allowed to recommend that additional grade/subjects be included for teachers.

For information regarding how MOSL scores are calculated using multiple measures, please refer to the Overall Ratings Guide.

3.1.2 What funding and additional time are available to support schools with MOSL-related implementation activities?

The NYCDOE will provide each school with flexible per-session funding to be used to support the implementation of Measures of Student Learning through a School Allocation Memo (SAM). Schools' per-session funding is allocated based on schools' student enrollment from ATS in the spring of the previous school year, and schools may spend it throughout the school year for per session, per diem, or supplies and materials related to MOSL activities and MOSL-eligible end-of-year assessment administration. See the [MOSL Assessment Administration Handbook](#) for further details about the SAM.

Schools may use the 80 minute professional development block throughout the year for MOSL-related activities. Additionally, if teachers need more time to make and implement MOSL decisions, schools may also choose to use a portion of the 75-minute parent engagement block after the regular instructional day on Tuesdays (or in the case of an SBO, the time designated for Family Engagement and Other Professional Work) for MOSL-related work. See the [MOSL Assessment Administration Handbook](#) for dates and details and/or the [2019-20 MOSL Selections Guide.](#)

3.1.3 NEW: How does a teacher learn of their MOSL selection?

The NYCDOE shall notify teachers of their MOSL selection no later than November 15. If the MOSL is modified (e.g. because of non-annualized courses or other changes) the teacher must be notified within 10 days.

3.2 Assessments and Target Populations

3.2.1 Students who do not take assessments: Are students who do not take assessments included in a teacher's score?

Students who do not take post-test assessments will not be included in a teacher's MOSL score. This includes students who are absent for the duration of the post-test administration period as well as students who refuse to take assessments. No student should be coerced into taking or not taking any assessment. Principals are responsible for ensuring that teachers adhere to these guidelines and ensuring that any decisions about assessment administration are in the best interests of students. The NYCDOE will monitor and investigate unusual patterns in assessment taking.

3.2.2 State assessments: What is the correct MOSL assessment for teachers that are assigned to courses that culminate in a State assessment?

School supervisors must review teacher assignments in STARS to confirm accurate assignments and subjects. New York State Education Law requires that, for courses that culminate in a State assessment, (i.e., grades 4 and 8 Science, NYSAA, NYSESLAT and high school grades/subjects that culminate in Regents Exams) such State assessment shall be the MOSL assessment. Failure to base the MOSL for such courses on the State assessment can be considered as rating a teacher on other than their performance. Note: This is not meant to alter any existing policies around the application of the 50% rule or the teacher-level measures selection process (see the 2019-20 MOSL Selections Guide for more information on application of this rule and the selections process).

3.2.3 Regents exams: What happens if a student takes the same Regents exam twice in a year?

School, Grade, or Linked Target Population: If a student takes the same Regents exam in January and June, only the higher result will be used for MOSL purposes.

Individual Target Population: If a student takes the same Regents exam in January and June, and has the same teacher in the fall and spring, only the higher result will be used for MOSL purposes. If the student has different teachers in the fall and spring, the January Regents will be used for the fall teacher and the June Regents for the spring teacher. Students will be equally weighted in a teacher's MOSL score if they are in a teacher's course for the same length of time (regardless of whether they take the January or June Regents).

August Regents exams are not used for MOSL purposes.

3.2.4 Students taking the same assessment multiple times: Can a student take the same assessment twice in the same administration period?

A student cannot take the same assessment more than once within the same administration window for any reason. There may be instances where multiple teachers are evaluated using the same assessment for the same students (e.g., a social studies teacher is linked to the NYC Performance Task - ELA) in which case the assessment should be administered in the grade/subject(s) where it has been selected with an individual target population (e.g., in the ELA class, not in both the ELA and Social Studies class).

Students can take Regents assessments multiple times. Please see FAQ 3.2.3 for more information.

3.2.5 Using assessments from a different subject or grade: Can a teacher use an assessment in a subject or grade that is different from what s/he teaches (e.g., a social studies teacher uses an NYC Performance Task - ELA)?

K-8 Schools: For individual target populations, the assessment can only be selected if the assessment will be administered in the grade/subject for which it was selected. Teachers should administer assessments to students based on their grade level (e.g., a 5th grade social studies teacher should not use a 3rd grade ELA performance assessment). A student's grade level is determined by his/her "grade level" code in ATS.

If a school wants to hold teachers accountable for an out-of-grade/subject assessment, they can do so via the grade, school, or linked target populations.

High Schools: The assessment level should match the content of the course, and may or may not be identical to the student grade level.

3.2.6 Baselines: Are baseline assessments required?

Many MOSL-eligible assessments have an accompanying fall baseline assessment that can be administered at the beginning of the year to determine students' starting points. This information can be used to inform instruction and can be used to calculate a teacher's growth score.

It is best practice to review historical achievement data or baseline assessment data at the beginning of the year to gauge incoming student achievement, group students for instruction, and identify students in need of targeted interventions. In early grades, there is limited historical student achievement data for teachers to review and for the NYCDOE to use when calculating growth. The K-2 assessments that are MOSL-eligible are performance-based assessments, designed to measure students' abilities through tasks like Running Records and the NYCPTs.

For kindergarten students, the administration of baseline assessments is *required* for all kindergarten grade/subjects.

For grades 1 and 2 students, the administration of baseline assessments in grades 1 and 2 is *strongly encouraged* to help determine students' starting points given the limited historical student achievement data available.

The administration of fall baseline assessments in all other grade/subjects is optional, except where noted in the 2019-20 MOSL Selections Guide.

3.2.7 Consortium and IB schools: Can Consortium and IB schools use Regents-equivalent exams as MOSL assessments?

Regents-equivalent exams may be used by Consortium and IB high schools for MOSL purposes. Regents-equivalents can be used in grades and subjects where Regents exams are required as well as in other grades and subjects. Schools using Regents-equivalents must use goal-setting as their growth measurement. Schools using Regents-equivalents must follow the state's scoring and security guidelines.

3.2.8 Middle School Regents: Can Regents exams administered in middle schools be used for MOSL purposes?

In 2014-15, the United States Department of Education (USDE) approved a [waiver] that states that students in 7th or 8th grade who are in an accelerated math course and take the corresponding Regents exam are no longer required to also take the grade 7 or 8 State math exam. ***This waiver has been extended through the 2019-20 school year.*** Teachers of accelerated math courses must use the corresponding Regents exam (Common Core Algebra I or Geometry) for their Measure. In rare circumstances, schools can request approval to administer the grade 7 or 8 State math assessment in addition to the Regents exam associated with the accelerated math course[8]. For additional support implementing this policy, contact your [Academic Policy and Systems Lead].

3.2.9 Can the Grade 8 State Science Test be used for accelerated Grade 7 Science courses?

Academic policy allows Grade 7 students to take the Grade 8 State Science Test if they have completed the necessary material and are being considered for placement in an accelerated high school level science course when they are in Grade 8. Some schools have accelerated science programs, in which the intended end-of-year assessment for a Grade 7 science course is the Grade 8 State Science Test. In this circumstance, the Grade 8 State Science Test may be selected for use as a Measure of Student Learning for the Grade 7 science grade/subject. In other cases, such as when only a portion of students in a Grade 7 science course take the Grade

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[8] Note: Grades 3-8 ELA and math State assessments will not be included in teacher evaluations or used for employment decisions through the 2019-20 school year.

8 State Science Test, the Grade 8 test should not be selected for use.

3.3 Growth Measurement: Growth Models and Goal-Setting

3.3.1 Is there a minimum number of students required for either growth measurement option?

Yes. A minimum of six (6) students is required for both the goal-setting and the growth model measurement options.

3.4 Specific Situations: Teachers

3.4.1 Teachers with Special Circumstances

Review the 2019-20 MOSL Selections Guide for information on the following:

- Common Branch (K-5) and Departmentalized Teachers
- ESL Teachers and ELA Teachers of English Language Learners
- Teachers of Alternate Assessment Students
- Teachers with NYSESLAT and Alternate Assessments
- SETTS, AIS, and Push-in/Pull-out (PIPO) Teachers
- D75 Inclusion Teachers
- Teachers with Changes to Course Programming

3.4.2 Minimum number of students: What happens if the minimum is not met?

For all assessments [except NYSESLAT and Alternate Assessments (NYSAA, SANDI/FAST, and WebABLLs)] the NYCDOE will calculate measures of student learning for teachers

if they have at least six (6) students within a grade/subject that took the same assessment. The NYCDOE will not calculate growth scores (using growth model or goal-setting, as applicable) for teachers if they have fewer than six (6) student scores.

If a grade/subject is selected for MOSL purposes but has fewer than six (6) students, the Default Measure will be applied.

Also, while it is unlikely, the NYCDOE may be unable to calculate growth models for some assessments if too few schools select an assessment. In this event, the NYCDOE will notify any affected schools to determine appropriate next steps.

For these assessments – NYSESLAT, NYSAA, SANDI/FAST, and WebABLLS – the NYCDOE will calculate growth scores (using the growth model or goal-setting, as applicable) for teachers if they have at least six (6) students across grades and/or across assessments.

3.4.3 Classes with students from multiple schools: How do Measures work for classes with students from multiple schools (e.g., a district school that includes students from a District 75 inclusion program or an Advanced Placement class that includes students from multiple high schools in the same building)?

Teachers are responsible for all students linked to them in STARS in the courses used for their Measures, regardless of the school where students are enrolled. See FAQ 3.4.5 for information regarding push-in/pull-out services.

3.4.4 Co-teaching: What are the Measures for co-teachers?

Co-teachers, including ICT classes, who only provide instruction in a co-teaching environment for the full year have the same Measures – assessments, target populations and growth measurements – for the class. They are both held accountable for all of the students in the class. General MOSL rules apply for teachers who co-teach part-time or for less than the full year.

Co-teaching and Goal-Setting: In most cases in school year 2019-20, the NYCDOE will provide teachers and principals with goals that meet this expectation; these goals cannot be adjusted. In situations where the school has selected goal-setting and the NYCDOE does not provide goals, teachers are encouraged to work collaboratively on the recommended student goals they submit to principals, but this is not required. Principals are responsible for finalizing and approving these student goals. Principals cannot set different student targets for co-teachers.

3.4.5 Push-in/Pull-out (PIPO): What are the Measures for PIPO teachers?

Push in/Pull-out (PIPO) teachers will be held accountable for the students they teach. Schools should ensure PIPO teachers are scheduled accurately in STARS so they can be linked to the correct grade/subject and students.

3.4.6 Multi-grade classes: What assessments should be administered for multi-grade classes?

To the extent practicable, all relevant assessments should be administered to students in multi-grade classes.

For example, in the case of a social studies class with 6th and 7th grade students, the selected assessment for Social Studies (6th Grade) should be administered to the 6th grade students and the selected assessment for Social Studies (7th Grade) be administered to the 7th grade students. In high schools, the assessment level should match the content of the course, and may not be identical to the student grade level.

See FAQ 3.4.2 for more information on minimum number of students.

3.4.7 Minimum time for student-teacher assignment: When using an individual target population, is there a minimum amount of time that a student needs to be assigned to a teacher in order to have that student's results included in the teacher's MOSL score?

Yes. For measures that are calculated by NYCDOE, the minimum amount of time is three (3) months, accumulated before the post-test administration. The three (3) months that a student needs to be assigned to a teacher can be accumulated over the course of the year up until the post-test administration date.

Only students who take the post-test assessment will be included in a teacher's score. Note that a student may be attached to more than one teacher if s/he is assigned to each teacher for at least three (3) months. This is also true if a student switches schools.

For measures that are calculated by NYSED (i.e., 4-8 ELA and/or math State growth scores), the minimum amount of time that a student needs to be assigned to a teacher is 60% of the year, accumulated before the post-test administration.

3.4.8 Student attendance and teacher attendance: Is student and/or teacher attendance taken into account in calculating teachers' scores?

Teacher attendance is not taken into account when calculating teachers' scores.

Students who do not take the end-of-year assessment (including drop-outs, no-shows, and long-term absences) will not be included in teachers' *Advance* results. However, all students who take the post-assessment will be included in the teacher's score, if they meet the linkage rules (see FAQ 3.4.7 for more information on minimum time for student-teacher assignment).

The NYCDOE growth model and NYCDOE goal-setting scores are adjusted based on student daily attendance at the school, not class period attendance. The results of students with lower school attendance receive less weight in a teacher's score than students with higher school attendance. For assessments that use goal-setting, prior student school attendance can also be taken into consideration when setting individual students' targets.

3.4.9 What is the relationship between STARS and *Advance*?

STARS is the suite of course scheduling and grade management software applications developed and used by the NYCDOE. STARS standardizes and automates the collection and reporting of academic data for NYCDOE public schools. The STARS Wiki Home Page contains information to assist school administrators in navigating the system.

The *Advance* Web Application populates a teacher's grade, subject and course information from STARS, which is then used to calculate teachers' *Advance* MOSL rating. Therefore, it is important for teachers to review their confirmed MOSL selections (when possible) and complete Roster Maintenance and Verification (RMV) when the window opens in the spring. RMV gives teachers an opportunity to review and correct their class roster information, as necessary. More information about this is located on the [*Advance* MOSL InfoHub](#).

3.4.10 Where can I find information about how to enter students' assessment scores into the correct online database?

Beginning and end-of-year scoring and submission information for each assessment will be in the [MOSL Assessment Administration Handbook](#).

4. TEACHERS' *ADVANCE* OVERALL RATINGS

4.1 *Advance* Overall Ratings

4.1.1 How are *Advance* Overall Ratings calculated for a teacher with a Peer Independent Evaluator?

Applicable teachers and their principals are notified of their assignment of a Peer Independent Evaluator for school year 2019-20 in the fall of that school year.

As required by New York State Education Law §3012-d and the NYCDOE's teacher evaluation agreement with the UFT, the MOTP score produced from Peer Independent Evaluator (previously known as the Peer Validator) observations will count for 10 percent of applicable teachers' final MOTP Score at the end of the school

year. The Peer Independent Evaluator cannot disclose his/her ratings for any observation until the annual rating period is over, at which point both the teacher and the lead evaluator will be provided with access to the three completed Peer Independent Evaluator observation reports. Teachers will receive their 2019-20 *Advance* Overall Rating, inclusive of the Peer Independent Evaluator MOTP rating, in September 2020.

4.1.2 What are the consequences for a teacher who is rated Ineffective two consecutive years?

Teachers rated Ineffective two consecutive years and where the Peer Independent Evaluator (previously known as the Peer Validator) concurs with respect to the second Ineffective rating may be subject to an expedited 3020-a hearing. At the hearing, teachers will face a presumption of incompetence which they shall have the burden to disprove. Failure to disprove the presumption may lead to the teacher's termination, absent extraordinary circumstances.

4.1.3 What happens if teachers have been unsatisfactorily rated in the past? Will the Unsatisfactory rating carry over into *Advance*?

The two ratings systems are separate: An Unsatisfactory rating in a previous school year will not qualify as an Ineffective rating under *Advance* for the purpose of bringing a dismissal proceeding pursuant to Education Law 3020-a. However, the NYCDOE may still bring such a proceeding against a teacher and use all relevant evidence and documentation from any evaluation period.

5. DATA SYSTEMS THAT SUPPORT *ADVANCE*

5.1 *Advance* Web Application

5.1.1 Which features of the *Advance* Web Application are required and which are optional?

The *Advance* Web Application is the data entry system that supports implementation of *Advance.* This tool allows evaluators to record and track observation data at both the teacher- and school-level, populate and print Teacher Observation Reports after observations, and automatically calculate both MOTP and MOSL scores and ratings.

See below for a list of which features of the *Advance* Web Application are optional, but recommended, and which features are required.

School administrators should review the *Advance* Web Application User Guide for assistance in navigating its features.

Advance Web Application Features	Required or Optional?	When Available
General		
Teacher Eligibility	Required	September
***Advance* Overall Rating Report**	Overall Rating Form is required to be signed and placed in teacher's file	September
Teacher Improvement Plan (TIP)	Report is required to be signed and placed in teacher's file	September

Advance Web Application Features	Required or Optional?	When Available
Manage User Roles and Access	Optional: Recommended	September
Completion Summary Reports	Optional: Recommended	September
Measures of Teacher Practice		
Observation: Ratings on each of the 8 focused Danielson rubric components for generating Teacher Observation Report	Optional: Recommended	September
Final 1.00-4.00 Measures of Teacher Practice Score	Required (for schools that do not enter observation ratings)	Spring
Measures of Student Learning		
School-level and Teacher-level Measures Selections	Required (unless school is using goal-setting only and performing offline calculations)	September
Goal-Setting: Final Goals Entry (Individual and Group target populations) – *only applies in situations where the school is setting student goals*	Optional: Recommended	Fall
Individual Goal-Setting: Final Scores Entry	Required (for schools that did not enter final goals)	Spring

Measures of Teacher Practice

Advance requires that:

- Evaluators use the Teacher Observation Reports. Signed copies of the form must be placed in teachers' files. Evaluators can generate the form online or download blank forms and complete them in writing.
- Every teacher receives a 1.00-4.00 MOTP score. This rating must be calculated from the Teacher Observation Reports using formulas determined by law.
    - o The *Advance* Web Application performs these calculations automatically. The *Advance* Web Application will also allow users to see summary reports of teachers' ratings, including which components have been rated for each teacher to help track progress towards rating all eight components annually.
    - o Principals who choose to not enter observation rating data in the system will need to manually perform these calculations. This MOTP Score Tracker in Excel shows how to do these calculations. These schools will be required to enter a final 1.00-4.00 MOTP score for each teacher into the *Advance* Web Application (based on the calculations within the Excel tool).
- This MOTP score is then converted into a Highly Effective, Effective, Developing, or Ineffective (HEDI) rating.

Measures of Student Learning

Advance requires that:

- Schools that select MOSLs with growth models must record teacher-level MOSL selections in the *Advance* Web Application. This is necessary for the NYCDOE to calculate teachers' scores.

- For schools that select MOSLs with goal-setting with an individual target population, schools can choose either to enter final goals in the *Advance* Web Application or calculate teacher's scores offline. The *Advance* Web Application will perform these calculations automatically if they are entered into the system. Principals who choose to not enter final goals in the system will need to manually perform these calculations. These schools will be required to enter final 0-20 points for Measures of Student Learning for each teacher.

Note: The *Advance* Web Application also allows principals to record their school's Measures selections. Principals who choose to not enter their selections in the system must keep a copy of their selections on file signed by the principal and the chapter leader. These schools may also experience difficulties using the other *Advance* Web Application features designed to support MOSL implementation. For example, the teacher-level MOSL selection feature uses data entered into the *Advance* Web Application to help schools match individual teachers' course assignments with grade/subject school-level MOSL selections.