

Logic Model: NYC PROSE Initiative - Meaningful Evaluation for Teachers*

Problem Statement: For some teachers, the current teacher evaluation system is not fair or meaningful. All teachers are evaluated based on schoolwide math and ELA scores, even teachers that do not teach those subjects.

Goal: To refine and align the teacher evaluation system such that student growth measures reflect each teacher’s student and content. To empower teachers to become leaders and create a fairer and more meaningful teaching evaluation together with the school leadership through the PROSE Initiative.

Rationale:	Inputs:	Activities:	Outputs: (Evidence)	Outcome: (Result of the Evidence)
<p>This idea will allow teachers to be evaluated based upon the content <i>they</i> teach and impact of students in <i>their</i> classroom. Therefore, teachers in the Arts, CTE, and Physical Education would feel empowered by the validated meaningfulness of their work.</p>	<p>Participants:</p> <p>Department</p> <p>School Administration</p> <p>UFT</p> <p>NYC DOE</p>	<p>Teachers will collaborate and develop department-wide content objectives and goals.</p> <p>This team will present the school administration with the selected criteria that would be used to create the new evaluation. This is done so that the administration can review the criteria and vote to approve and adopt the new evaluation.</p> <p>To support and work with school to tailor evaluation to their school community through <i>PROSE UFT Panel</i></p> <p>- Share the Logic Model for Teacher Evaluation with the Measures of Student Learning (MOSL) Design</p>	<p>1 month:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet with the <i>School Based</i> PROSE committee to evaluate and discuss the system of teacher evaluation <input type="checkbox"/> Meet with UFT Liaisons for support <p>3 months:</p> <p>Meeting with the NYC DOE and UFT PROSE panels in collaboration.</p>	<p>Short Term: 1 year</p> <p>Identify the PROSE schools/teachers in the pilot program.</p> <p>Medium Term: 2 years</p> <ul style="list-style-type: none"> - Arts, CTE and Phys. Ed are clearly evaluated - Improve practices used for the pilot the teacher evaluation standards reflective of what is taking place in the classroom (Arts, CTE, and Phys. Ed)

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	<p>Technical Assistance Providers</p> <p>Higher Education</p> <p>Industry Partners</p>	<p>Team and stakeholders at the NYC DOE Office of Periodic Assessment, Division of Teaching & Learning and seek to implement at the school level</p> <p>- Support from PROSE DOE Panel</p> <p>For technical assistance providers: (1) conduct a needs-assessment on current capacity, budget and TA needs; (2) identify potential technical assistance providers based on needs assessment; (3) select technical assistance providers; (4) negotiate terms, timeline and deliverables with TA providers; (5) execute on work plan; (6) assess ongoing needs</p> <p>*Aid in developing evaluative measures for student skills and teacher practice. <i>Should student skills and teacher practice be coupled in this component?</i></p> <p>*Align expectations for student skills development and course preparation.</p> <p>*College and career readiness for fine arts and CTE.</p> <p>Industry partners will assist in providing the list of skills and competencies.</p>	<p>6-12 months:</p> <ul style="list-style-type: none"> - Implementation plan for the pilot the teacher evaluation standards reflective of what is taking place in the classroom (Arts, Foreign Languages, CTE, and Physical Education) - Design and survey teachers that are involved in the pilot. -Administrative training for evaluation of the Arts, CTE, and Physical Education courses. <p>18- 24 months: Present logic model and pilot to PROSE schools cohorts.</p>	<ul style="list-style-type: none"> - Improve school climate <p>Long Term: Beyond 2 years</p> <p>Policy adopted and implemented in the NYC DOE schools.</p> <p>Is evaluation the end goal...</p> <p>Evaluation is the holistic accountability of the students' achievement.</p>
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Resources:

- The Every Student Succeeds Act
- National and State Standards
- Samples of analytical rubrics, skill charts, student learning objectives, curriculums, and teacher's professional goals
- Advocacy letters
- Professional and research papers
- Best practices from other states and districts

Student Impact: *If we use SLO's to measure student growth across all content areas then teachers will be fairly evaluated, which will increase teacher retention.*

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