MASTERING M.O.S.L.

Measures of Student Learning: Requirements, Options & Strategies for Teacher Evaluation

Created by The Center for the Professional Education of Teachers
www.cpet.tc.columbia.edu
MASTERING MOSL

03 BIG QUESTIONS:

- What are the requirements?
- What are the options?
- What are the strategies?

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What are the requirements?

- MOSL = 40% of teachers’ ratings
- 2 Required MOSL = State & Local
  - While they might overlap, State and Local MOSLS cannot be identical
  - Some assessments are **required** for certain grade-subject areas
  - MOSL selections are made for each grade-subject area team – NOT for individual teachers

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What are the requirements?

3 Components to MOSL Selections:

1. WHAT . . . Assessments will be used?
2. WHICH . . . Target Population will be considered?
3. HOW . . . Will the assessments be measured?

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What are the requirements?

- State Measures = 20%:
  - Some Assessments are required by the state
  - Optional assessments are selected by the principal

- Local Measures = 20%:
  - School Teacher Committees recommend Local Assessments to the principal
Decision Time

The Decisions below must be made for every Subject-Grade Level Team.

WHAT Assessment?

WHICH Target Population?

How will Effectiveness be Measured?

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## Decision Time: WHAT Assessments?

<table>
<thead>
<tr>
<th>ASSESSMENT OPTIONS</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>SED EXAMS</td>
<td>State Exams in ELA, Math, Science, Social Studies and the NYSESLAT</td>
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</tbody>
</table>
| NYC Performance Assessments | Performance assessments informed by NYC Teachers:  
  - Focus on NYCDOE Priority Standards  
  - Pre/Post Assessments with Common Rubrics  
  - Available for ELA, Math, Science & Social Studies  
  - K-5 optional Running Records |
| 3rd Party Vendors           | NY State & City approved assessments → ex:  
  - AP Exams  
  - Performance Series/Scantron  
  - PSAT/SAT |
What are the strategies to selecting assessments?

**STREAMLINE ASSESSMENTS:**

*Less is More!*

- Minimize Number of Assessments
- Maximize Mandates
- Create Focus
- Generate Alignment

**DIVERSIFY ASSESSMENTS:**

*Different is Good!*

- State
- Local
- Interim

**MULTIPLE MEASURES**

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Decision Time: WHICH Target Population?

- **School** = All of the students within the school
- **Grade** = Only the students within a given grade level
- **Individual & Linked** = Only the students in the teacher’s class
- **Subgroups** = A subset of the student population
  (ELL, SwDs, Lowest 1/3, Overage/Under credited, Black & Latino Males)

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What are the strategies to selecting Target Populations?

- School & Grade
- Individual & Lowest 1/3

Shared Accountability

Individual Accountability

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Decision Time:
HOW will “effectiveness” be measured?

Growth Models
• Measures PROGRESS on comparable assessments over time.
• NYCDOE calculates student targets, results and teachers’ scores.
• Students compared with “similar” students

Goal Setting
• Measures TARGET SCORES on assessments.
• Teachers and Principals set targets for how they predict students will perform.
• Teacher ratings are based on the percentage of students who meet the target.

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What are the strategies?

GROWTH MODELS

**BENEFITS**
- Measures students’ progress from baseline to post test
- DOE Calculates a growth measurement based on citywide data
- No additional time or skill required for teachers

**DRAWBACKS**
- DOE targets & calculations set after post tests are completed
- Teachers/schools have no control in the outcome of the growth model
- Impossible for DOE to consider all performance variables

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What are the strategies?

GOAL SETTING

**BENEFITS**
- Teachers/Schools set targets for student performance
- Variety of options for how targets are established
- Customize targets for particularly high/low performing cohorts
- Teachers/Schools can consider any number of variables when setting targets

**DRAWBACKS**
- Changing assessments makes realistic targets difficult to produce
- Hit/Miss mentality – no additional reward for exceeding target
- Effectiveness based on % of students who hit the target
- Requires additional time and skill to set accurate targets

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Let’s Talk it Out!

Keep reading for more information about State and Local options below.
To talk with a CPET MOSL Coach, please email: Robertakang@gmail.com
Or
Call us at 212-678-3161 between 10am – 5pm

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MOSL: STATE LEVEL

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What are the requirements?

- ALL grades and subject areas must be evaluated using a State measure.
- The State measure will ALWAYS be the State Exam, when available.
- Where a specific measure has not been mandated by the State, the principal will select from a list of approved assessments.
What are the requirements?

- **Mandatory SED Assessments:**
  - **ELA:** 3rd – 8th grade exams; ELA Regents
  - **Math:** 3rd – 8th grade exams; Algebra, Geometry, Algebra 2 Regents
  - **Social Studies:** Global, US Regents
  - **Science:** 4th & 8th grade exams; Living Environment, Earth Science, Chemistry, Physics Regents
  - **ELLs:** NYSESLAT

See the Cheat Sheet!

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What are the requirements?

- Other Mandatory Assessments:
  - **ELA**: NYC Performance Assessments (K-2; HS non-Regents courses)
  - **Math**: N/A
  - **Social Studies**: NYC Performance Assessments (6-8)
  - **Science**: NYC Performance Assessments (6-7)

- Where not specified: Principals will select from a list of approved assessments.

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What are the options?

- When the SED has NOT mandated an assessment, target population or measurement process – the principal will make the selection(s).

- In select subject-grade levels, a BASELINE assessments are *optional*.
Key Questions?

- What assessment is the fairest measurement for non-tested subject areas (Art, PE, Dance, Languages)?
  - Align best with a Core Subject area like ELA?
  - Align best with a grade level team?
- What target population is the best representation for non-tested subject area teachers?
  - Individual Classes?
  - Whole School?
- How will choosing different measurement options create different expectations/work loads for teachers across the school?

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MOSL: Local Level
What are the requirements?

- ALL grades and subject areas must be evaluated using a Local Measure.
- School committees will recommend a Local Measure for every subject-grade team for the principal to approve.
  - If the committee cannot agree, OR the principal does not approve of the recommendation, the selection goes to a Default.
What are the options?

<table>
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<tbody>
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<td>SED Exams</td>
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<tr>
<td>NYC Performance Assessments</td>
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<tr>
<td>3rd Party Vendors</td>
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Local Measure Option 1: State Exams

- State Exams:
  - Available for all subject-grade teams:
    - Does not have to match the grade OR subject area exam.
    - Ex: 9th grade Health → Living Environment Regents
  - Can be the same assessment used for the State Measure as long as the target population is different
    - Ex: 8th grade ELA →
      - State = 8th grade ELA exam/Individual class
      - Local = 8th grade ELA exam/Lowest 1/3rd
Local Measure Option 1: State Exams

**BENEFITS**
- Singular focus on mandated high stakes exams
- Students/families already understand the exam process
- Teachers already consider exams a driving force in curriculum & instruction

**DRAWBACKS**
- Shifting to CCLS makes them less predictable
- 40% of a teacher’s rating based on a single exam
- Formative data is not available making it more difficult to track progress throughout the school year.

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Local Measure Option 2: NYC Performance Assessment

ONYC Performance Assessments:
  O Available in ELA (K-12), Math (3-HS), History (6-HS) & Science (4, 8 & HS)
  O Comparable Pre & Post Assessments
  O Aligned to NYC CCLS priority standards with content specific rubrics sequenced by grade level
  O School level norming and scoring
  O Option to select Running Records (K-5 only)

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Local Measure Option 2: NYC Performance Assessments

**BENEFITS**
- Diversified measure for teachers’ evaluation
- Pre/Post assessments provide more information to teachers for instruction
- CCLS aligned assessments sequenced by grade level creates shared expectations for schools.

**DRAWBACKS**
- Not yet available in ALL grades and subject areas
- Requires dedicated time for administering and scoring assessments
- May detract focus from State Exams

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Local Measures Option 3: 3rd Party Assessments

3rd Party Assessments:

O OPTIONS:

O Advanced Placement Exams (College Board)
O Performance Series (Scantron)
O Career and Technical Education Assessment
Local Measures Option 3: 3rd Party Assessments

**BENEFITS**
- Diversified measure for teachers’ evaluation
- Alignment with current school practice if the assessment is already in use
- Vendor may provide curriculum connections or scoring support

**DRAWBACKS**
- Not available in ALL grades and subject areas
- Some options require reliable technology or other resources
- May detract focus from school based or State Exams

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