

# THE TED WORKBOOK

## A plan for teacher evaluation and development

Teacher name \_\_\_\_\_

Evaluator name \_\_\_\_\_

Length of Professional Learning Plan  1 yr  2 yr  3 yr  4 yr  other

Duration of the PLP      from \_\_\_\_\_ to \_\_\_\_\_

Other teachers involved \_\_\_\_\_

Evaluation cycle (check one)  Year 1  Year 2  Year 3

Conference dates: Fall \_\_\_\_\_ Spring \_\_\_\_\_

# Content Overview and Guide to the Forms

**(T) Teacher   (E) Evaluator   (D) District**

<b>Page #</b>	<b>Purpose</b>	<b>Relevant Notes</b>	<b>Timeline</b>
2	Introduction (D)		Orientation
3-4	The Teacher Evaluation and Development (TED) system (D)	Scoring guidelines and measures selection options	Orientation
5	Required (T) Self-Reflection	To be completed by teacher	Prior to pre-conference
6	Required (T) Lesson Plan Template	Teacher must submit this form to evaluator	Prior to pre-conference
7	(T) (E) Pre-Conference Overview		At the pre-conference
8	(T) (E) Pre-Conference Agenda and Meeting Notes	Evaluator uses this form to review lesson plan and collect basic evidence of teacher practice	Prior to pre-conference
9-10-11	Required (E) Pre-Conference Analysis of Teacher Practice Evidence Collection	Evaluator uses this form to collect detailed evidence of teacher practice (analysis of teaching artifacts)	During the pre-conference
12	(T) (E) Observation Overview	Both teacher and evaluator learn what kinds of evidence will be collected	Before the observation
13-14-15	Required (E) Observation Observation Evidence Collection		Observation
16	(T) (E) Post-Conference Overview		After the observation
17	(T) (E) Post-Conference Agenda and Meeting Notes		
18	Required (T) Reflection Questions	Teacher may review these questions to prepare for the post-conference	After the observation but prior to the post-conference
19-20	Required (E) Post-Conference Review of Student Work Evidence Collection		Post-conference
21	(T) (E) Summative Evaluation to Inform Goal Setting	An opportunity to discuss evidence from each subcomponent	Summative evaluation
22	(T) 4A Multiple Measures: Goal Setting		After summative conference
23	(T) Professional Learning Plan	Customized, individual learning plan	After summative conference
24	(T) Professional Learning Plan/APPR Choice		After summative conference
25	PLP- Optional Mid Year Review/Progress Checkpoint (T) (E)	Review progress towards goals	At mid-year
26	PLP- Evaluation and Progress Report (T) (E)		After the post-conference
27	Overview/agenda and meeting notes/Professional Responsibilities (T) (E)	Collect additional evidence, especially for Standards 6 and 7	Before additional evidence collection
28-29	Additional Evidence Collection/Professional Responsibilities and Collaboration		
30-31	Calculating the Score of Professional Practice	How to calculate the 60-point portion of the composite score	After summative conference
32	Composite Score of Teacher Effectiveness	How to calculate the composite score	After summative conference



# The Annual Evaluation

## A Cyclical Teacher Evaluation and Development Process

### Introduction to the Handbook forms

These pages are designed to guide both teachers and evaluators through the preparation for and collaboration in the four phases of evaluation. For each phase, teachers and evaluators share responsibilities for preparation, discussing evidence, and assessing teacher effectiveness in light of the NYS Teaching Standards.

In the first phase, *Self-Reflection*, teachers use a series of questions to assess their readiness for the school year ahead, particularly in the context of changes that may have occurred in their professional lives, or in the school community during the previous summer and academic year. Self-reflection bridges the previous year's goal setting and professional learning plan with the challenges of the year ahead.

Utilizing the TED Teacher Practice Rubric as a unique window on "what teachers should know and be able to do," the second phase of evaluation stretches from the

*Analysis of Teaching Artifacts* (which occurs in the pre-conference), through *Observation & Evidence Collection*, and concludes with a *Review of Student Work* (post-conference). Across these three major activities, teacher and evaluator collect evidence of teacher effectiveness, exchange ideas, analyze artifacts, and reflect on student work.

The *Summative Evaluation* ties together evidence of teacher professional practice with evidence of student achievement in the Composite Score. Recommendations for growth areas are identified.

*Goal setting* and a *Professional Learning Plan* provide teachers and administrators with the opportunity to address growth areas with creative interventions aligned with school and district goals, and establishes the groundwork for succeeding years' teacher evaluation and development.

### 1

#### Self-Reflection

##### Early in the school year

Self-reflection allows teachers to share their perspectives on their professional and instructional practices.

### 2

#### Multiple Measures: Analysis of Teaching Artifacts, Observations, Review of Student Work

##### Sept./Oct.

**2A:** In the pre-conference, the teacher and evaluator prepare for the evaluation measure(s). The conference includes identifying the measure, the expectations of both parties, and the provision of any relevant documentation.

##### Mid-Year (Nov.-Mar.)

**2B:** Evidence is collected during a scheduled classroom observation or other planned activity.

**2C:** In the post-conference, the teacher and evaluator assess student work; make preliminary ratings; and discuss next steps for teacher's professional growth.

### 3

#### Summative Evaluation

##### April/May

The summative evaluation contains a teacher's rating of effectiveness, and the rationale supporting conclusion.

The summative evaluation should note both strengths and areas in need of improvement, and make specific recommendations to improve a teacher's effectiveness.

### 4

#### Goal Setting and Professional Learning Plan

##### May/June

**4A:** In goal setting, teachers have the opportunity to identify ways to enhance instructional practice and student achievement, and to tie their individual goals to the attainment of school and district goals.

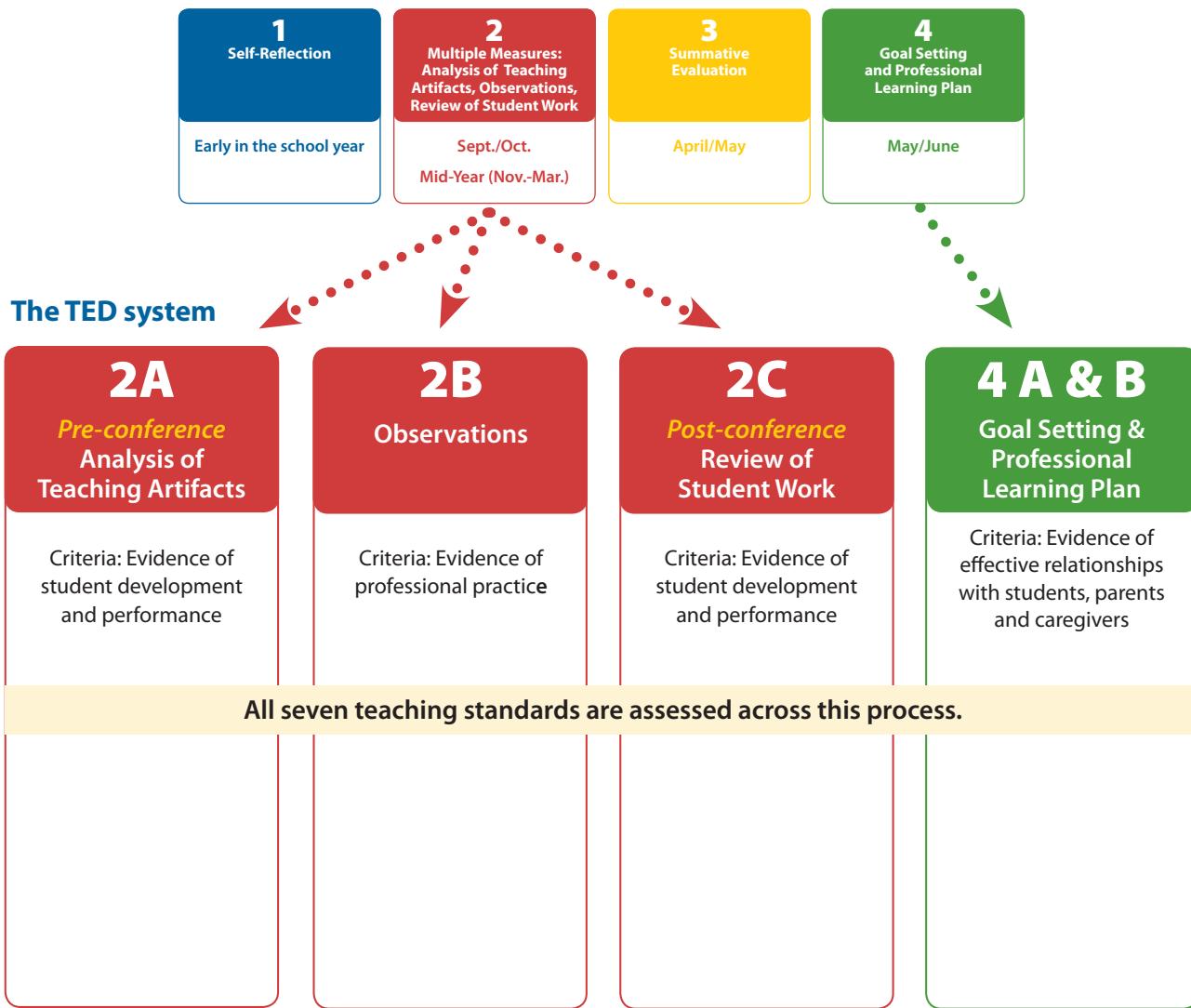
**4B:** Professional learning plans are, in effect, customized, multi-phase strategies to support individual teachers to improve effectiveness and student learning.

Plans are informed by the summative evaluation and other inputs. Plans will vary widely in their approaches to teacher growth and development.

Dates are approximate



# TED: Teacher Evaluation and Development



## The NYS Teaching Standards: Scoring Guidelines

The following pages provide guidance for scoring the 60-point sub-component of the teacher's evaluation. This sub-component, referred to as the *measures of professional practice*, calls for a minimum of two observations.

Local negotiations determine many options regarding scoring, such as the distribution of points per measure or per standard; the number of indicators required to meet the standard, and the range of points assigned to each effectiveness rating (the "scoring bands").

**No matter what option a district chooses, a teacher's performance must be measured annually against all seven NYS Teaching Standards.** In the TED system, (depicted above), teachers' practice across all of the standards is fully integrated across four measures. Because



teaching is complex, evidence for professional practice may be found in many standards. The *Evidence Collection* sheets in these pages suggest—rather than prescribe—where evidence may be found for each indicator. Space is provided at the end of each *Evidence Collection* sheet for additional indicators and notes not covered in the form.

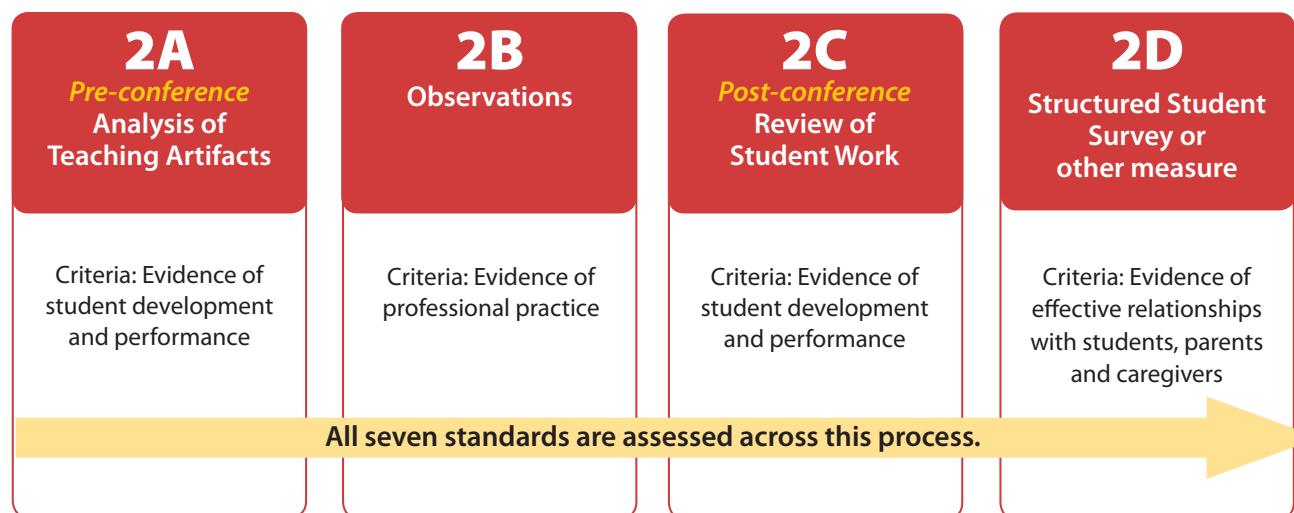
For each measure, the sheets encourage evaluators to take detail-rich notes to provide compelling justification before assigning scores. Scoring forms are provided (on pp 30-1). Some teachers will provide supplementary evidence (particularly regarding Standards 6 and 7) through the discussions and processes related to Goal Setting and Professional Learning.

### Get to Know the TED Teacher Practice Rubric

In clear and concise language, the TED Teacher Practice Rubric's Elements and Indicators create both the language and expectations that describe what a teacher should know and be able to do. Teachers and evaluators who are familiar with the TED Teacher Practice Rubric (closely aligned with the NYS Teaching Standards) will find the process of evaluation smooth, straightforward, and accessible.

### Flexible Selection of Measures

In this example, the district chose both formal (30 pts) and informal observations (10 pts), and supplements the score with points from a structured student survey.



## 1. Self-reflection (to be completed by the teacher)

At the beginning of each school year, teachers self-reflect by reviewing the NYS Teaching Standards and the TED Teacher Practice Rubric in consideration of the needs of their incoming student population, changes in curriculum, and developments in content area, assessments, and school and community contexts.

**Self-reflection bridges the goal setting from the previous year's evaluation to a new school year context.**

1. How do my plans for this year reflect the specific needs of my incoming students? (e.g., Does my class include English language learners and/or students with disabilities? Does any student need special supports?)

2. How will changes in curriculum or developments in my content area affect my planning, teaching or assessments?

3. How has any recent professional learning informed my understanding of teaching and learning for this year? Are there any professional development strategies or opportunities that might be especially appropriate for my professional growth needs in this academic year?

4. What factors in the school climate or community context (e.g. leadership, prep time, safety, etc.) are likely to influence or play a role in my teaching and professional performance this year?

5. Based on my self-reflection, what adjustments do my goals or Professional Learning Plan require?



## Sample Lesson Plan Template (part of 2A)

(submitted by the teacher prior to pre-conference)

**Unit:**

**Lesson:**

**Date:**

<b>Curriculum Standard(s)</b> Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline.	
<b>Student/Class Profile</b> Identify any accommodations in instruction to meet student learning needs.	
<b>Learning Outcomes</b> Identify the important concepts and skills that students will be expected to learn.	
<b>Assessments</b> Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.	
<b>Cognitive Engagement</b> Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.	
<b>Adjustments/Modifications</b> Identify ways in which you may adjust the lesson if formative assessments warrant modification.	
<b>Groups</b> How will students be grouped for each activity of the lesson?	
<b>Resources</b> Identify resources and materials needed for lesson.	



## 2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

### Overview

Teacher Role:	Evaluator Role:	Estimated Time:
Artifact preparer Primary presenter	Listener, discussant, collaborator Evidence collector	20-30 minutes in conference

### Activity purpose:

For the teacher to provide evidence of student development and performance through the analysis of artifacts of teacher practice, such as the lesson plan for the upcoming lesson (to be observed in 2B), materials, assessments, and other artifacts.

- How is the lesson organized to promote standards-based, cognitively engaged learning and to ensure that students achieve the desired objectives?
- How does the lesson plan connect other learning opportunities?
- What instructional strategies will be employed?

### Activity description:

Prior to the conference, teacher prepares presentation and submits a unit/ lesson plan (or other artifacts of teacher practice) for evaluator. Between the two activities the teacher should address the questions and evidence below.

At the conference, teacher presents and shares data with evaluator who collects evidence.

- How do those strategies promote high levels of cognition?
- How is this lesson organized to address short - and long-term learning objectives?
- How will the teacher allocate time for learning activities during the lesson?

### Standards to be assessed:

Evidence of teacher professional practice, and of meeting any Standard, may be assessed in many measures. In this measure, evidence is most likely to support Standards 1,2, and 5, although any other Standard may be indicated.

- How has student achievement data informed the instruction, and how does this lesson specifically address the identified student?
- How will instruction be differentiated to meet the needs of all students?

### Other Standards:

- What is the pre- and postrequisite knowledge related to this lesson?
- What misconceptions may students have related to this topic?
- Where might students get “stuck” in this learning sequence?
- How might these obstacles to learning be addressed?

### Evidence to prepare/gather:

- What instructional objectives and standards-based learning outcomes form the focus of this lesson? What will students learn?
- How were the objectives established; what data and sources informed their selection?
- How will the teacher know if students have achieved the instructional objective?
- How will students demonstrate what they have learned?

- How are the assessments aligned with the lesson objectives?
- How will student learning be assessed, including both formative and summative assessments?
- What methods will be used to check for understanding during the lesson?
- How might instruction be modified if students have not demonstrated the expected level of understanding during the lesson?
- How has achievement data been used to inform instructional decisions/lesson design?



## 2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

### Agenda and Meeting Notes

Both evaluator and teacher should review the following questions prior to the pre-conference. For the teacher, the "preview" will spur more informed preparation of the lesson plan and other artifacts, and set the stage for what to expect during the pre-conference. For the evaluator, the questions help to frame the range of evidence one might expect to collect through the review of the lesson plan, other artifacts of teacher practice, and in conversation with the teacher being evaluated.

- Identify the curriculum standards to be taught and how they connect to other standards within or outside of the discipline. (2.4)

- How has student achievement data informed your instruction, and how does this lesson specifically address the needs identified from a review of the data? (1.3, 2.5, 5.2)

- What do you want students to learn as a result of this lesson? (2.1, 2.2, 2.3, 2.4, 2.5)

- How will you know if students are learning the expected outcome? (5.1, 5.2)

- How do you plan to cognitively engage students in the content? What will you do? What will the students do? (2.2, 2.3, 2.5, 2.6)

- How will differentiation be used to meet student needs? (2.3, 2.4, 2.6, 5.1, 5.2)

- What assessments will be used? (5.1)

- How will you use the results of assessment to adjust instruction? (5.2)

- On what areas would you like specific feedback?

#### Schedule date / time for the class observation

Observation Date: \_\_\_\_\_ Time: \_\_\_\_\_

Educator: \_\_\_\_\_ Grade Level/Subject Taught: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_



## 2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

### Evidence Collection

Teacher \_\_\_\_\_ Observer \_\_\_\_\_ Date: \_\_\_\_\_

(to be completed by the evaluator)

Elements	Performance Indicators	Evidence/Notes
1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	a. Describes developmental characteristics of students b. Creates developmentally appropriate lessons	
1.2 Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.	a. Uses strategies to support learning and language acquisition b. Uses current research	
1.3 Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests, and experiences of all students.	a. Meets diverse learning needs of all students b. Plans for student strengths, interests, and experiences	
1.4 Teachers acquire knowledge of individual students, families, guardians, and/or caregivers to enhance student learning.	a. Communicates with parents, guardians, and/or caregivers	
1.5 Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.	a. Incorporates the knowledge of school community and environmental factors b. Incorporates multiple perspectives	
1.6 Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.	a. Understands technological literacy	



## 2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

### Evidence Collection

Elements	Performance Indicators	Evidence/Notes
<b>2.1</b> Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).	<ul style="list-style-type: none"> <li>a. Understands key concepts and themes in the discipline</li> <li>b. Understands key disciplinary language</li> <li>c. Uses current developments in pedagogy and content</li> <li>d. Understands learning standards</li> </ul>	
<b>2.2</b> Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts.	<ul style="list-style-type: none"> <li>a. Incorporates diverse social and cultural perspectives</li> <li>b. Incorporates individual and collaborative critical thinking and problem solving</li> <li>c. Incorporates disciplinary and cross-disciplinary learning experiences</li> </ul>	
<b>2.3</b> Teachers use a broad range of instructional strategies to make subject matter accessible.	<ul style="list-style-type: none"> <li>a. Designs instruction to meet diverse learning needs of students</li> <li>b. Designs learning experiences that connect to students' life experiences</li> <li>c. Designs self-directed learning experiences</li> </ul>	
<b>2.4</b> Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.	<ul style="list-style-type: none"> <li>a. Aligns learning standards</li> <li>b. Articulates learning objectives/goals with learning standards</li> </ul>	

## 2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

### Evidence Collection

Elements	Performance Indicators	Evidence/Notes
2.5 Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.	a. Designs instruction using current levels of student understanding b. Designs learning experiences using prior knowledge	
2.6 Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.	a. Organizes physical space b. Incorporates technology c. Organizes time d. Selects materials and resources	
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.	a. Uses assessments to establish learning goals and inform instruction b. Measures and records student achievement c. Aligns assessments to learning goals d. Implements accommodations and modifications	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	a. Analyzes assessment data b. Uses assessment data to set goals and provide feedback to students c. Engages students in self-assessment	

### Questions for the teacher:

## 2B Multiple Measures: Observation

### Overview

Teacher Role:	Evaluator Role:	Estimated Time:
Teach lesson Collect student work	Evaluator Evidence collector	20-60 minutes

#### Activity purpose:

For the evaluator to observe a teacher's lesson to understand how the teacher creates and maintains the classroom environment and delivers instruction by noting both student and teacher experiences related to delivery of instruction.

#### Activity overview:

- 1) Teacher facilitates learning
- 2) Evaluator collects evidence by observing teacher and students
- 3) Evaluator may speak with students to gather additional evidence
- 4) Teacher collects student work samples for analysis

#### Standards to be assessed:

Evidence of teacher professional practice, and of meeting any Standard, may be assessed in many measures. In this measure, evidence is most likely to support Standards 1,3,4 and 5, although any other Standard may be indicated.

#### Other Standards:

#### Evidence to gather:

- Value of effort and challenge
- Collaborative learning
- Communication of behavioral expectations
- Monitoring and responding to behavior
- Teacher interactions with students
- Student-student interactions
- Respect and rapport
- Interactions among students
- Routines and procedures, managing the environment
- Instructional pacing
- Communication of the learning objectives
- Connections to prior and future learning experiences
- Criteria for success
- Learning experiences and activities
- Questioning and discussion strategies
- Conversation techniques
- Responses to students' questions
- Resources and instructional materials
- Checking for students' understanding
- Feedback to students
- Student self-assessment

## 2B Multiple Measures: Observation

### Evidence Collection

**Teacher** \_\_\_\_\_ **Observer** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>Elements</b>	<b>Performance Indicators</b>	<b>Evidence/Notes</b>
1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	<ul style="list-style-type: none"> <li>a. Describes developmental characteristics of students</li> <li>b. Creates developmentally appropriate lessons</li> </ul>	
3.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.	<ul style="list-style-type: none"> <li>a. Aligns instruction to standards</li> <li>b. Uses research-based instruction</li> <li>c. Engages students</li> </ul>	
3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.	<ul style="list-style-type: none"> <li>a. Provides directions and procedures</li> <li>b. Uses questioning techniques</li> <li>c. Responds to students</li> <li>d. Communicates content</li> </ul>	
3.3. Teachers set high expectations and create challenging learning experiences for students.	<ul style="list-style-type: none"> <li>a. Establishes high expectations</li> <li>b. Articulates measures of success</li> <li>c. Implements challenging learning experiences</li> </ul>	
3.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.	<ul style="list-style-type: none"> <li>a. Differentiates instruction</li> <li>b. Implements strategies for mastery of learning outcomes</li> </ul>	
3.5 Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and use of technology.	<ul style="list-style-type: none"> <li>a. Provides opportunities for collaboration</li> <li>b. Provides synthesis, critical thinking, and problem-solving</li> </ul>	

## 2B Multiple Measures: Observation

### Evidence Collection

**Teacher** \_\_\_\_\_ **Observer** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>Elements</b>	<b>Performance Indicators</b>	<b>Evidence/Notes</b>
<b>3.6</b> Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.	a. Uses formative assessment b. Provides feedback during and after instruction c. Adjusts pacing	
<b>4.1.</b> Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	a. Interacts with students b. Supports student diversity c. Reinforces positive interactions among students	
<b>4.2</b> Teachers create an intellectually challenging and stimulating learning environment.	a. Establishes high expectations for achievement b. Promotes student curiosity and enthusiasm c. Promotes student pride in work and accomplishments	
<b>4.3</b> Teachers manage the learning environment for the effective operation of the classroom.	a. Establishes expectations for student behavior b. Establishes routines, procedures and transitions c. Establishes instructional groups	
<b>4.4</b> Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.	a. Organizes the physical environment b. Manages volunteers and paraprofessionals c. Establishes classroom safety	

## 2B Multiple Measures: Observation

### Evidence Collection

Elements	Performance Indicators	Evidence/Notes
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.	<ul style="list-style-type: none"> <li>a. Use assessments to establish learning goals and inform instruction</li> <li>b. Measures and records student achievement</li> <li>c. Aligns assessments to learning goals</li> <li>d. Implements accommodations and modifications</li> </ul>	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	<ul style="list-style-type: none"> <li>a. Analyzes assessment data</li> <li>b. Uses assessment data to set goals and provide feedback to students</li> <li>c. Engages students in self-assessment</li> </ul>	
5.3 Teachers communicate information about various components of the assessment system.	<ul style="list-style-type: none"> <li>a. Accesses and interprets assessments</li> </ul>	
5.4 Teachers reflect upon and evaluate the effectiveness of their integrated assessment system to adjust assessment and plan instruction accordingly.	<ul style="list-style-type: none"> <li>a. Understands assessment measures and grading procedures</li> <li>b. Establishes an assessment system</li> </ul>	
5.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.	<ul style="list-style-type: none"> <li>a. Communicates purposes and criteria</li> <li>b. Provides preparation and practice</li> <li>c. Provides assessment skills and strategies</li> </ul>	
7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	<ul style="list-style-type: none"> <li>a. Reflects on evidence of student learning</li> <li>b. Reflects on biases</li> <li>c. Plans professional growth</li> </ul>	
Evidence for other standards/elements		

### Questions for the teacher:

## 2C Multiple Measures: Review of Student Work/Post-Conference

### Overview

Teacher Role:	Evaluator Role:	Estimated Time:
Present student work and reflections on lesson observed	Listener Evidence collector Presenter	45-60 minutes in conference

### Activity Purpose:

First, the teacher will share with the evaluator his or her assessment of student work and reflection on the success of the lesson observed to develop additional evidence related to the lesson and reflection.

### Activity Overview:

**Part 1:** Teacher submits student work and reflection prior to conference; evaluator reviews student work and reflection, collecting additional evidence.

**Part 2:** Teacher and evaluator discuss and finalize ratings; evaluator and teacher discuss next steps for the teacher's professional growth.

### Standards to be assessed:

Evidence of teacher professional practice, and of meeting any Standard, may be assessed in many measures. In this measure, evidence is most likely to support Standards 3,4,5, and 7, although any other Standard may be indicated.

### Other Standards:

### Preparation:

- In what ways does the assignment/assessment align to the learning objectives?
- What types of assessment are used in this work sample?
- How does the quality of teacher feedback on the student work support students in improving their work?
- How do student work samples demonstrate that students have or have not achieved the learning objectives?
- What next steps will the teacher take to support students in achieving mastery or revising their work?
- What evidence exists that students have revised or improved their work?
- How does this student work inform the teacher's overall assessment of the student's progress?
- How does the information gleaned from this work sample align with the work of this student in other arenas (other work, class participation, etc.)
- Which standards or indicators were examples of strengths in the lesson and what evidence supports this?
- Which standards or indicators were areas that could be improved to support student learning and what evidence supports this?
- How accurate was the reflection on the effectiveness of the lesson?
- How does the teacher intend to improve practice moving forward?
- What are the plans for improving practice based on this observation?
- What supports does the teacher need to implement the improvement plans?
- What recommendations do the teacher and evaluator have for improving instructional practice?

## 2C Multiple Measures: Review of Student Work/Post-conference

### Agenda and Meeting Notes

Educator: \_\_\_\_\_ Grade Level/Subject Taught: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Review / discuss reflection questions (such as 5.1, 5.2, 7.1) (p. 18)

- Teacher will have the reflection form and evidence to review prior to the conference
- Lesson artifacts (student work, assessments, etc.) will be presented by the educator

Review / discuss evidence collected in the lesson and collaboratively identify levels of performance for the observed lesson.

Review / discuss areas for growth and any applicable recommendations

#### Discussion

- What strategies might help the educator achieve his/her goals?
- What strengths were observed in the lesson that presents opportunities for additional growth?
- What resources or supports would help students achieve or support the teacher's work?

Other:



## 2C Multiple Measures: Review of Student Work/Post-conference

### Reflection Questions

Educator: \_\_\_\_\_ Date: \_\_\_\_\_

Date of observation: \_\_\_\_\_

**Educator should complete reflection questions prior to the post-observation conference.**

As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (such as 7.1)

How did you ensure that all students, including students who are culturally and linguistically diverse, have special needs, have low SES, or are ELL, are identified in lower achievement groups, or are exceptional, were engaged in the lesson? (such as 7.1; 5.1)

Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning? (such as 7.1; 51; 5.2)

How did the instructional strategies you chose support student learning? How do you know? (such as 7.1; 5.1)

What have you done to promote a culture for learning in your classroom? (such as 7.1)

Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason? (such as 5.1; 5.2)

If you taught this lesson again to the same group of students, would you do anything differently?

Are there other thoughts or evidence related to the lesson that you would like to share?

## 2C Multiple Measures: Review of Student Work

### Evidence Collection

**Teacher** \_\_\_\_\_ **Observer** \_\_\_\_\_ **Date** \_\_\_\_\_

Elements	Performance Indicators	Evidence/Notes
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.	<ul style="list-style-type: none"> <li>a. Uses assessments to establish learning goals and inform instruction</li> <li>b. Measures and records student achievement</li> <li>c. Aligns assessments to learning goals</li> <li>d. Implements accommodations and modifications</li> </ul>	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	<ul style="list-style-type: none"> <li>a. Analyzes assessment data</li> <li>b. Uses assessment data to set goals and provide feedback to students</li> <li>c. Engages students in self-assessment</li> </ul>	
5.3 Teachers communicate information about various components of the assessment system.	<ul style="list-style-type: none"> <li>a. Accesses and interprets assessments</li> </ul>	
5.4 Teachers reflect upon and evaluate the effectiveness of their integrated assessment system to adjust assessment and plan instruction accordingly.	<ul style="list-style-type: none"> <li>a. Understands assessment measures and grading procedures</li> <li>b. Establishes an assessment system</li> </ul>	
5.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.	<ul style="list-style-type: none"> <li>a. Communicates purposes and criteria</li> <li>b. Provides preparation and practice</li> <li>c. Provides assessment skills and strategies</li> </ul>	

## 2C Multiple Measures: Review of Student Work

### Evidence Collection

Teacher \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Elements	Performance Indicators	Evidence/Notes
7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	a. Reflects on evidence of student learning b. Reflects on biases c. Plans professional growth	
Evidence for other standards/elements		

Questions for the teacher:

## **3 Summative Evaluation Conference to Inform Goal Setting and the Professional Learning Plan**

### **Summary**

(completed by the evaluator)

Educator: \_\_\_\_\_ Grade Level/Subject Taught: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Dates: Pre-conference (2A) \_\_\_\_\_ Observation (2B) \_\_\_\_\_ Post-conference (2C) \_\_\_\_\_

Areas of Strength:

Areas for Growth:

Educator signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator signature \_\_\_\_\_ Date \_\_\_\_\_



## 4A Multiple Measures: Goal Setting

Goals describe results, impact or outcomes on teacher practice or student learning.  
Goals should be specific, measurable, attainable, relevant or realistic and timely.

What data informs these goals (e.g. summative evaluation, measures of student learning, etc.)?

These goals are **aligned with:** (identify teaching standards and other building/district goals)

Teacher \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

## 4B Professional Learning Plan

(to be submitted by the teacher)

**Goal:**

**Objective(s):**

In order to accomplish my objectives, I agree to complete the following activities:

Activity	
Resources Team Members	Due date
Activity	
Resources Team Members	Due date
Activity	
Resources Team Members	Due date

Teacher \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_



## 4B Professional Learning Plan/APPR Choice

### APPR Choice (select the measures for assessing teaching practice)

- TED system
  - Analysis of teaching artifacts
  - Formal observation
  - Informal observation
  - Review of student work
  - Individual professional growth goals w/ self-reflection
- Other
  - Student Survey
  - Peer observation
  - Self-assessment
  - Portfolios

### Professional Development Options (select the strategy for professional learning)

#### Formal

- Academic coursework; degree, professional certification awarded at completion
- Workshops/sessions; in-services, conferences, institutes and seminars
- Formal research; publish, participate in or apply research to particular teaching situations
- Action research
- Sabbaticals
- Fellowships, internships and shadowing experiences
- Professional service on boards or committees

#### Curricular

- Textbook review
- Curriculum development
- Grant development

#### Staff support

- (through specialists, coaches, mentors)
- Peer coaching
  - Shadowing
  - Coaching by subject matter specialists
  - Mentoring

#### Collegial community

- Critical Friends Groups
- Study groups
- Professional Learning Communities
- Portfolios
- Examining student work/tuning protocol
- Data teams/assessment
- Student/parent/caregiver surveys
- Dialogue journals
- Development of case discussions

## 4B Professional Learning Plan

### Optional Mid-Year Review/Progress Checkpoint

What activities are working?

What needs to be revised?

What, if any, adjustments need to be made to the Professional Learning Plan?

What additional support is needed to accomplish goals?

Teacher \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Next review date: \_\_\_\_\_



## 4B Professional Learning Plan

### Evaluation and Progress Report on Professional Learning Plan

*(to be completed in the spring)*

How did your objectives and activities/strategies increase learning for all students assigned to you, including the performance of students with disabilities, and/or performance of underachieving populations?

How did your professional learning plan contribute to your professional growth as a teacher and how did you incorporate what you learned into your teaching and professional practice?

Teacher \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

# Planning Professional Responsibilities/Collaboration and Growth

## Overview/Agenda and Meeting Notes

Teacher Role:	Evaluator Role:	Estimated Time:
Entry preparer or participant Primary presenter	Listener and/or observer Evidence collector	Varies by choice event

### Activity purpose:

In addition to actual instruction, teaching involves both the planning that happens before students enter the classroom and the reflection and professional actions taken in response to various kinds of information and feedback about their teaching. Teachers can use a number of ways to gather this information (unit analysis, videotape analysis, data gathering, peer evaluation, etc.) These activities allow the teacher to select events that will further develop an understanding of the teacher's work.

### Activity:

Using the Professional Learning Plan, teachers and evaluators will select options to help assess practice in a variety of areas of responsibility.

### Standards to be assessed:

Evidence of teacher professional practice, and of meeting any Standard, may be assessed in many measures. In this measure, evidence is most likely to support Standards 6 and 7, although any other Standard may be indicated.

### Other standards:

### Evidence to prepare/gather:

- What are some of the ways you have collected information about student learning over time? How have you used the information in your planning, instruction, or assessment?
- How do you evaluate the impact of your professional development activities on student learning?
- Through your reflection on units, assessments, and/or academic climate over the course of the year, what student needs — and consequent professional needs — are most apparent and/or most urgent?
- What resources, technology, or kinds of training are you considering to begin meeting this kind of student and/or professional need?
- What aspects of the school/ district need and/or mission are considered in your professional development plan?
- How will you leverage your professional learning and work by collaborating with colleagues and/or members of the larger community?
- What are some steps to take to facilitate and encourage communication with parents and/or guardians of students?
- What are you doing/ can you do to make data and information gathering and management more efficient and useful?
- What school or district events involve your students, and how can you use your own participation in these events to further your educational goals?
- How do you use feedback from evaluation, peers, professional development, etc. to improve practice?
- Have you undertaken any activities to assist other teachers, individually or in groups, with their professional growth and development?
- To what professional organizations do you belong and how do you use this connection to inform or improve practice?
- What are some of the ways in which you can and do use the content, methodology, and/or resources of those organizations to improve practice?
- What is some of the current research that is influencing your planning, instruction, and/or assessment?
- How can you use some of the research and/or research formats to inform your deepening understanding of your own practice?

# Evidence Collection Sheet

## Standard 6: Professional Responsibilities and Collaboration

<b>Elements</b>	<b>Performance Indicators</b>	<b>Evidence/Notes</b>
<b>6.1</b> Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.	a. Demonstrates ethical, professional behavior b. Advocates for students c. Demonstrates ethical use of information and information technology d. Completes training to comply with state and local requirements and jurisdictions	
<b>6.2</b> Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.	a. Supports the school as an organization with a vision and mission b. Participates on an instructional team c. Collaborates with the larger community	
<b>6.3</b> Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.	a. Engages families b. Communicates student performance	
<b>6.4</b> Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.	a. Maintains records b. Manages time and attendance c. Maintains classroom and school resources and materials d. Participates in school and district events	
<b>6.5</b> Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities .	a. Communicates policies b. Maintains confidentiality c. Reports concerns d. Adheres to policies and contractual obligations e. Accesses resources	

## Evidence Collection Sheet

### Standard 7: Professional Growth

Elements	Performance Indicators	Evidence/Notes
7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	a. Reflects on evidence of student learning b. Reflects on biases c. Plans professional growth	
7.2 Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.	a. Sets goals b. Engages in professional growth	
7.3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.	a. Gives and receives constructive feedback b. Collaborates	
7.4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.	a. Accesses professional memberships and resources b. Expands knowledge base	

### Converting Evidence/Notes to a Standard Score

(for the evaluator)

1. Review notes and evidence for each assessed element/performance indicator. As appropriate, discuss the evidence with the teacher.
2. On pages 30-31, enter a number (1-4) that reflects the value of the teacher's performance on each assessed element/performance indicator.



# Calculating the Score of Professional Practice

<b>1</b>	<b>Knowledge of Students and Student Learning</b>	<b>Score</b>
1.1a	<i>Describes developmental characteristics of students</i>	
1.1b	<i>Creates developmentally appropriate lessons</i>	
1.2a	<i>Uses strategies to support learning and language acquisition</i>	
1.2b	<i>Uses current research</i>	
1.3a	<i>Meets diverse learning needs of each student</i>	
1.3b	<i>Plans for student strengths, interests, and experiences</i>	
1.4a	<i>Communicates with parents, guardians, and/or caregivers.</i>	
1.5a	<i>Incorporates the knowledge of school community and environmental factors</i>	
1.5b	<i>Incorporates multiple perspectives</i>	
1.6a	<i>Understands technological literacy</i>	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

<b>3</b>	<b>Instructional Practice</b>	<b>Score</b>
3.1a	<i>Aligns instruction to standards</i>	
3.1b	<i>Uses research-based instruction</i>	
3.1c	<i>Engages students</i>	
3.2a	<i>Provides directions and procedures</i>	
3.2b	<i>Uses questioning techniques</i>	
3.2c	<i>Responds to students</i>	
3.2d	<i>Communicates content</i>	
3.3a	<i>Establishes high expectations</i>	
3.3b	<i>Articulates measures of success</i>	
3.3c	<i>Implements challenging learning experiences</i>	
3.4a	<i>Differentiates instruction</i>	
3.4b	<i>Implements strategies for mastery of learning outcomes</i>	
3.5a	<i>Provides opportunities for collaboration</i>	
3.5b	<i>Provides synthesis, critical thinking, and problem-solving</i>	
3.6a	<i>Uses formative assessment</i>	
3.6b	<i>Provides feedback during and after instruction</i>	
3.6c	<i>Adjusts pacing</i>	
<b>A</b>	<b>Total of all Indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

<b>2</b>	<b>Knowledge of Content and Instructional Planning</b>	<b>Score</b>
2.1a	<i>Understands key concepts and themes in the discipline</i>	
2.1b	<i>Understands key disciplinary language</i>	
2.1c	<i>Uses current developments in pedagogy and content</i>	
2.1d	<i>Understands learning standards</i>	
2.2a	<i>Incorporates diverse social and cultural perspectives</i>	
2.2b	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	
2.2c	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	
2.3a	<i>Designs instruction to meet diverse learning needs of students</i>	
2.3b	<i>Designs learning experiences that connect to students' life experiences</i>	
2.3c	<i>Designs self-directed learning experiences</i>	
2.4a	<i>Aligns learning standards</i>	
2.4b	<i>Articulates learning objectives/goals with learning standards</i>	
2.5a	<i>Designs instruction using current levels of student understanding</i>	
2.5b	<i>Designs learning experiences using prior knowledge</i>	
2.6a	<i>Organizes physical space</i>	
2.6b	<i>Incorporates technology</i>	
2.6c	<i>Organizes time</i>	
2.6d	<i>Selects materials and resources</i>	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

<b>4</b>	<b>Learning Environment</b>	<b>Score</b>
4.1a	<i>Interacts with students</i>	
4.1b	<i>Supports student diversity</i>	
4.1c	<i>Reinforces positive interactions among students</i>	
4.2a	<i>Establishes high expectations for achievement</i>	
4.2b	<i>Promotes student curiosity</i>	
4.2c	<i>Promotes student pride in work and accomplishments</i>	
4.3a	<i>Establishes expectations for student behavior</i>	
4.3b	<i>Establishes routines, procedures and transitions</i>	
4.3c	<i>Establishes instructional groups</i>	
4.4a	<i>Organizes the physical environment</i>	
4.4b	<i>Manages volunteers and/or paraprofessionals</i>	
4.4c	<i>Establishes classroom safety</i>	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

# Calculating the Score of Professional Practice

<b>5</b>	<b>Assessment for Student Learning</b>	<b>Score</b>
5.1a	<i>Uses assessments to establish learning goals and inform instruction</i>	
5.1b	<i>Measures and records student achievement</i>	
5.1c	<i>Aligns assessments to learning goals</i>	
5.1d	<i>Implements accommodations and modifications</i>	
5.2a	<i>Analyzes assessment data</i>	
5.2b	<i>Uses assessment data to set goals and provide feedback to students</i>	
5.2c	<i>Engages students in self-assessment</i>	
5.3a	<i>Accesses and interprets assessments</i>	
5.4a	<i>Understands assessment measures and grading procedures</i>	
5.4b	<i>Establishes an assessment system</i>	
5.5a	<i>Communicates purposes and criteria</i>	
5.5b	<i>Provides preparation and practice</i>	
5.5c	<i>Provides assessment skills and strategies</i>	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

<b>7</b>	<b>Professional Growth</b>	<b>Score</b>
7.1a	<i>Reflects on evidence of student learning</i>	
7.1b	<i>Reflects on biases</i>	
7.1c	<i>Plans professional growth</i>	
7.2a	<i>Sets goals</i>	
7.2b	<i>Engages in professional growth</i>	
7.3a	<i>Gives and receives constructive feedback</i>	
7.3b	<i>Collaborates</i>	
7.4a	<i>Accesses professional memberships and resources</i>	
7.4b	<i>Expands knowledge base</i>	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

<b>Assessment of Practice</b> Transfer standard scores to the boxes below	<b>Scores</b>
Standard 1 Knowledge of Students and Student Learning	
Standard 2 Knowledge of Content and Instructional Planning	
Standard 3 Instructional Practice	
Standard 4 Learning Environment	
Standard 5 Assessment for Student Learning	
Standard 6 Professional Responsibilities and Collaboration	
Standard 7 Professional Growth	
<b>Subtotal</b>	
<b>Divide by 7</b>	
<b>Total score of professional practice</b>	

## Composite Score

### Worksheet: Calculating the Composite Score of Teacher Effectiveness

<b>1 Subcomponent A</b> First, acquire the State assessments score, expressed as a number from 0-20 (TSGPS)	/20
<b>2 Subcomponent B</b> Next, using your local methodology, acquire a value expressed as a number between 0-20, representing a score derived from multiple locally selected measures of student achievement	/20
<b>3 Subcomponent C</b> The scoring methodology has resulted in a rating of 1-4. Use a locally negotiated conversion table to express this score as a value between 0-60	/60
<b>4 Add A + B + C</b>	Total /100
Identify in which scoring range the composite score falls to determine a final effectiveness rating.	

- Highly Effective
- Effective
- Developing
- Ineffective

Final effectiveness rating: \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_





## **INNOVATION TEAMS:**

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**Albany City School District, Albany Public School Teachers Association and Greater Capital Region Teacher Center**  
Cathy Corbo, TA President • Raymond Colucciello, Superintendent of Schools

**Hempstead Public Schools, Hempstead Teacher Center and Hempstead Teachers Association**  
Dawn Sherwood, TA President • Patricia Garcia, Superintendent of Schools

**Marlboro Central School District, Mid-Hudson Teacher Center and Marlboro Faculty Association**  
Joe Pesavento, FA President • Raymond Castellani, Superintendent of Schools

**North Syracuse Central School District and North Syracuse Education Association**  
John Kuryla, EA President • Kim Dyce Faucette, Superintendent of Schools; Jerome Melvin, former Superintendent of Schools

**Plattsburgh City School District, North Country Teacher Resource Center and Plattsburgh Teachers Association**  
Roderick Sherman, TA President • James Short, Superintendent of Schools

**Poughkeepsie Teachers Association and Poughkeepsie Central School District**  
Debbie Kardas, TA President • Laval Wilson, Superintendent of Schools



**Richard C. Iannuzzi, President**  
**Andrew Pallotta, Executive Vice President**  
**Maria Neira, Vice President**  
**Kathleen M. Donahue, Vice President**  
**Lee Cutler, Secretary-Treasurer**

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