



# APPR AT VALLEY CENTRAL TEACHING IN THE 21<sup>ST</sup> CENTURY

A workshop by the VCTA  
In collaboration with the Administration





# STAGES OF GRIEF

## THIS ISN'T WHAT I SIGNED UP FOR!

### DENIAL

*“The changes to APPR will kill the spirit of collaboration that developed from NYSED and NYSUT working together. Evaluating teachers based on test scores is a huge paradigm shift. The fact that NYSUT was willing to work with NYSED to develop a fair evaluation process shows good will on the part of teachers across the state. To unilaterally change the terms of a jointly crafted law at the eleventh hour poisons the atmosphere. Without buy-in from practitioners in the field, this reform effort is unlikely to succeed.”*

*From Joint letter to Chancellor Tisch/Board of Regents written by 8 Teachers of the Year and presented in May 2011*

[http://www.nysut.org/nysutunited\\_16614.htm](http://www.nysut.org/nysutunited_16614.htm)



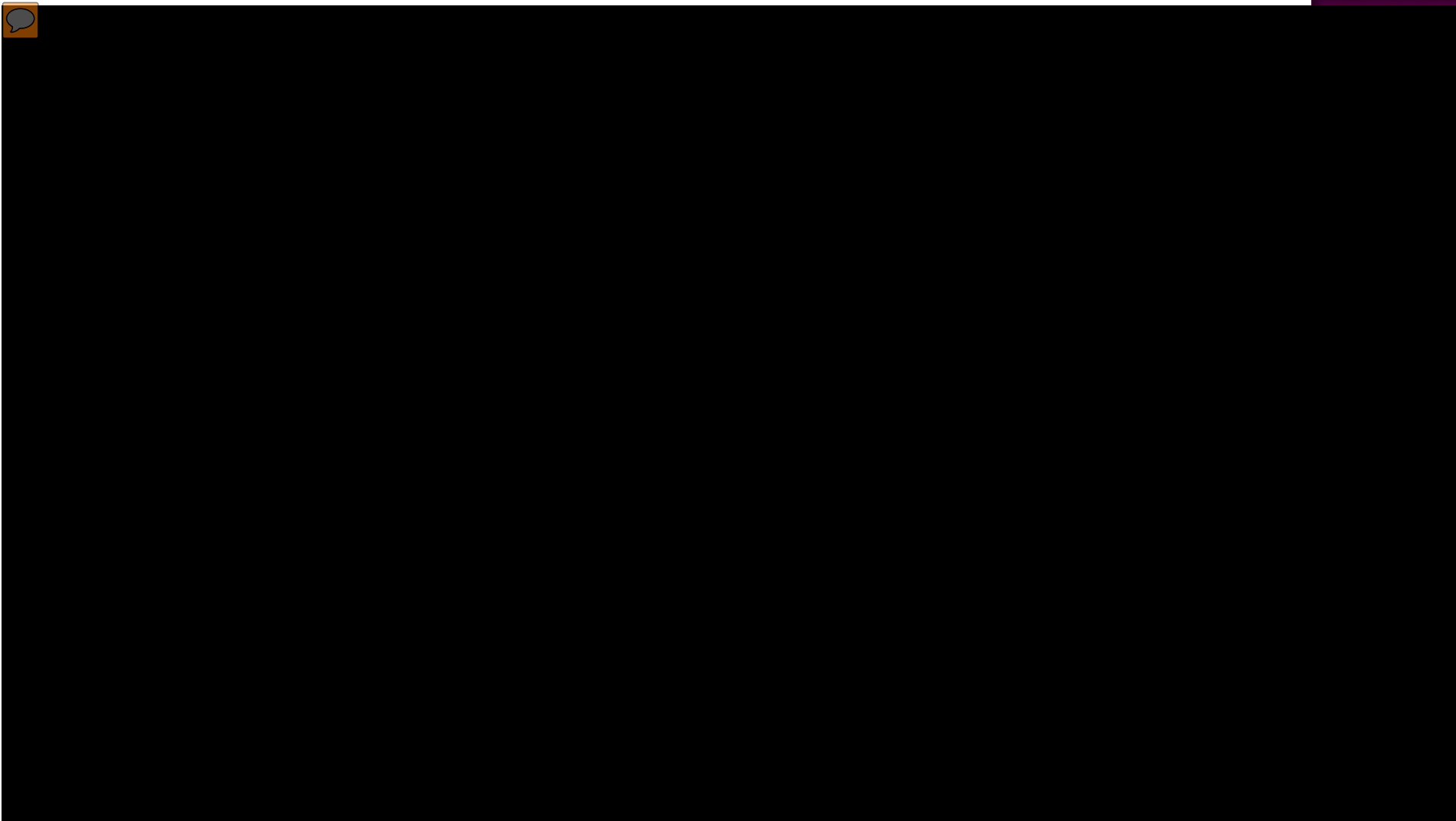
“There was a time-  
15 years ago—  
education was a  
great job-it was  
actually fun”

*Dr. Richard Hooley, October 2012*



# DO YOU FEEL THE EARTH MOVING UNDER YOUR FEET?







## HOW WE ARE THOUGHT OF

“When I first started teaching I thought that I was doing it for all the right reasons. Shorter hours. Summers off. No accountability.”

Elizabeth Halsey, BAD TEACHER



# IN WHAT OTHER PROFESSION

- ◉ Countless arguments used to denigrate public school teachers begin with the phrase “in what other profession....” and
- ◉ conclude with practically anything the anti-teacher pundits find offensive about public education.
- ◉ Due process and collective bargaining are favorite targets,
- ◉ as are the erroneous but tightly held beliefs that teachers are under worked, overpaid (earning million dollar pensions), and not accountable for anything.



# STAGES OF GRIEF

## ANGER

- ◉ A math teacher who teaches Trigonometry, a class for which there is a state Regents exam, pointed out the following trap for teachers. He has some students in Trig who wanted to take the class to challenge themselves, but may not do very well on the Regents exam.
- ◉ Most of these students don't need to pass the exam to graduate as they have fulfilled their math requirements already. So, some of them may decide to blow off the exam, though they still have to take it because it is the final exam for the course; others may give their best effort on the exam to see how well they can do, but may not score very well.
- ◉ Yet all of these scores are going to be used to judge the teacher as part of his APPR score here in New York.
- ◉ So, the teachers now have an incentive to prevent students from challenging themselves and trying higher level math. After all, if they challenge themselves but don't do well on the exam, it hurts the teacher more than the student.
- ◉ The higher the stakes of the test the more the testing becomes a deterrent to learning."



# LESSONS FROM SERMON ON THE MOUNT

- ◉ And Simon Peter said, “Do we have to write this down?”
- ◉ And Phillip said, “Will this be on the test?”
- ◉ And John said, “Would you repeat that?”
- ◉ And Philip said, “Will this be on the test?”
- ◉ And John said, “Would you repeat that?”
- ◉ And Andrew said, “John the Baptist’s disciples don’t have to learn this stuff.”
- ◉ And Matthew said, “Huh?”
- ◉ And Judas said, “What’s this got to do with real life?”



- Then one of the Pharisees, an expert in the law, said, “I don’t see any of this in your syllabus. Do you have a lesson plan? Is there a summary? Where’s the student guide? Will there be a follow-up assignment?”





- “After 30 years of doing such work, I have concluded that classroom teaching ... is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented. ...
- The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster.”

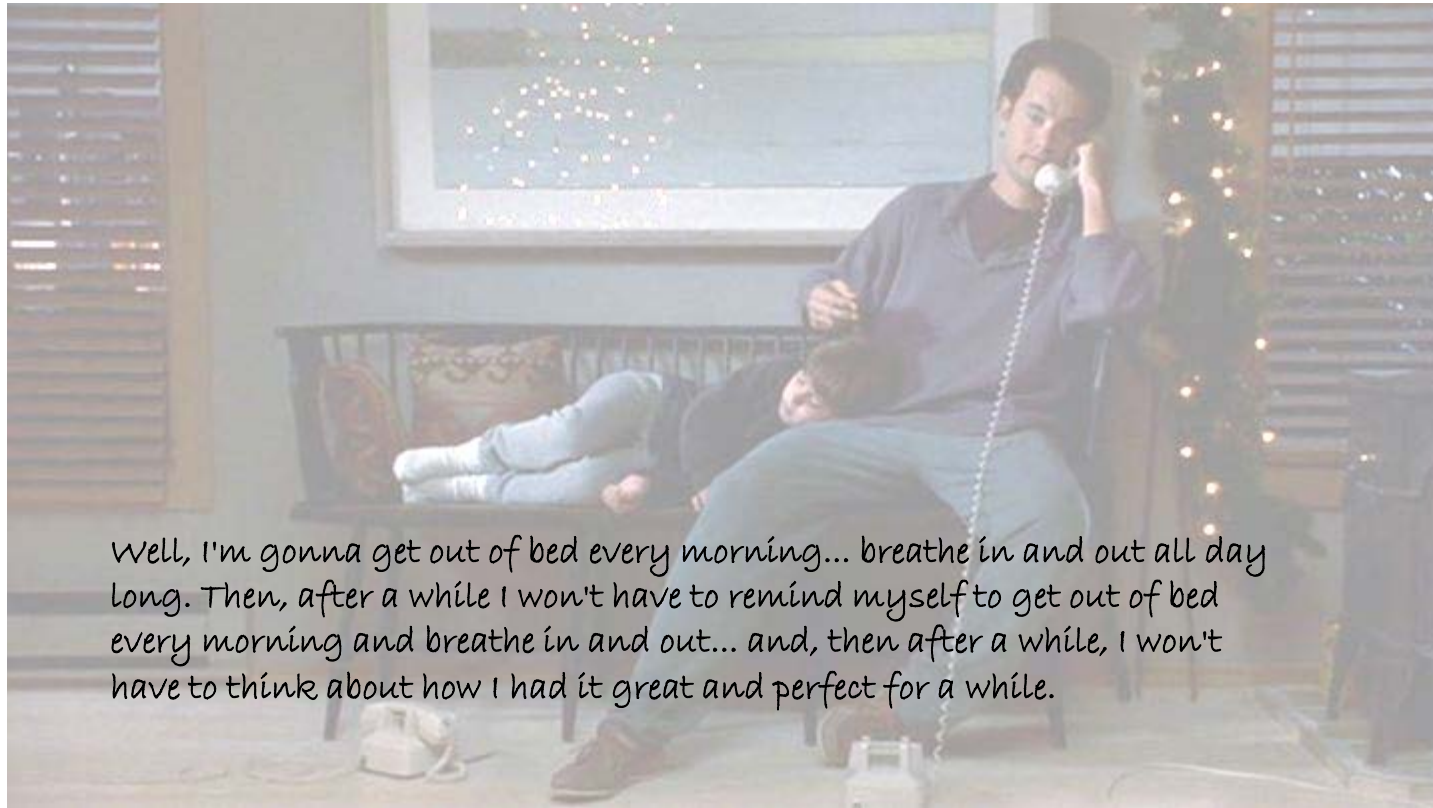
*Lee Shulman, The Wisdom of Practice*





# STAGES OF GRIEF

## BARGAINING-DEPRESSION



Well, I'm gonna get out of bed every morning... breathe in and out all day long. Then, after a while I won't have to remind myself to get out of bed every morning and breathe in and out... and, then after a while, I won't have to think about how I had it great and perfect for a while.



*The best thing about being  
a teacher is it matters.*

*The hardest thing about  
being a teacher is it  
matters every day."*

~Todd Whitaker

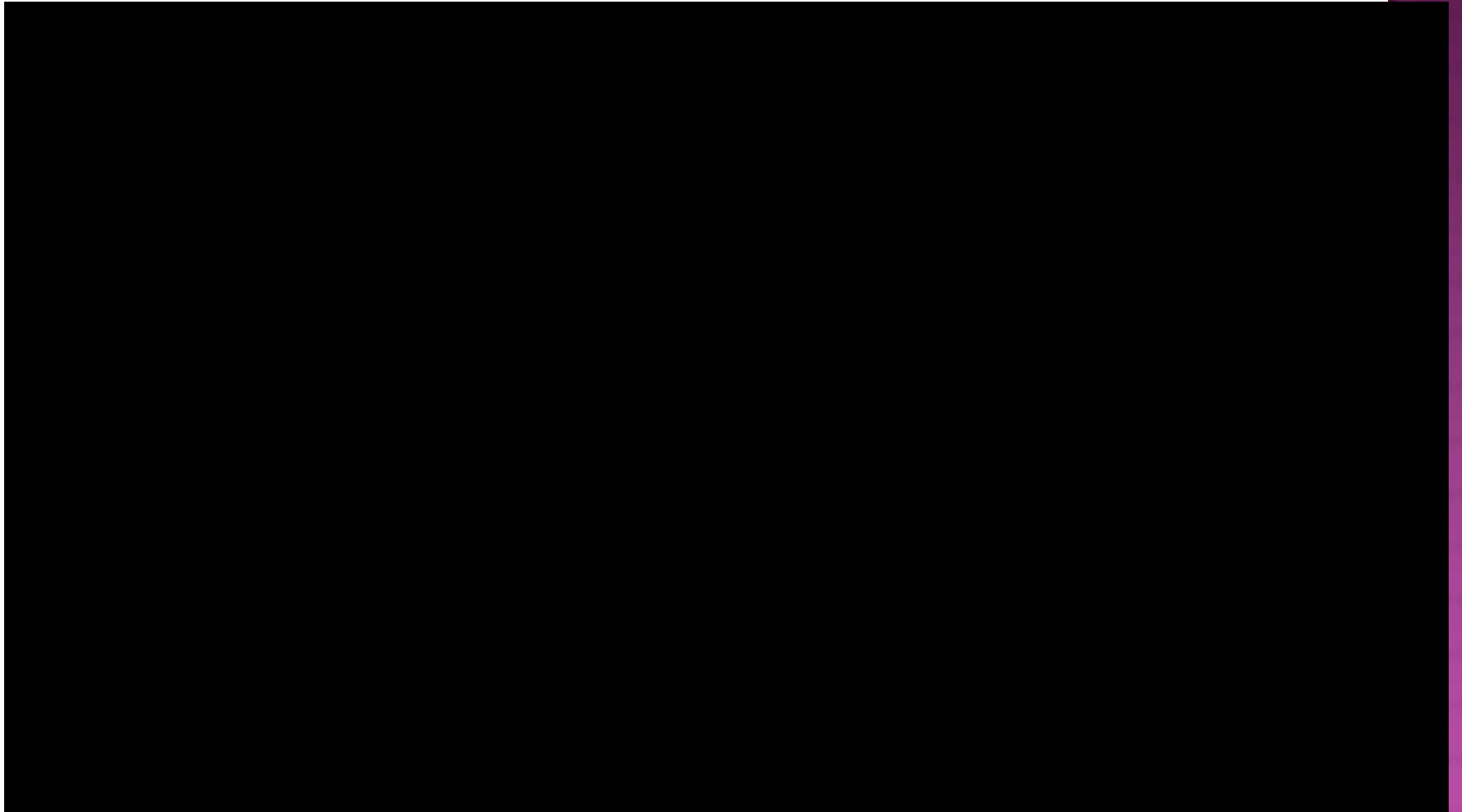


MG





REMEMBER SHIFT HAPPENS...





<http://johnsonmemo.blogspot.com/2012/04/friday-focus-42712.html>



# 21<sup>ST</sup> CENTURY KIDS





# TEACHING IS CHANGING DRAMATICALLY...

Because our world is  
changing and so  
quickly....



# DRIVE BY DANIEL PINK

- 1996- Two online dictionaries
  - First one is funded by MICROSOFT
    - Paid Professional Writers
    - Editors Craft articles on Thousands of Topics
    - Well Compensated Managers oversee project to ensure its completed on budget and on-time
    - Plan to sell on CD and through subscription on-line
  - Second one is created by 10,000 hobbyists
    - People who write and edit for fun
    - Absolutely no pay for efforts
    - Free online to anyone

*Which one will succeed?*

*<http://www.danpink.com/books/drive>*



# DRIVE BY DANIEL PINK

- First one is MSN Encarta
  - Microsoft pulled the plug on 3 years ago
- Second one is WIKIPEDIA
  - Largest, Most popular Encyclopedia
    - 17 million articles
    - 270 languages
      - 3.5 million in English

*WHY?*



# CARROTS AND STICKS DON'T WORK

- Behavioral Science has held out
  - Promise to raise our pay...we work harder
  - Promise an A on a test...we study harder
  - Dock us for being late...we show up on time



## ○ A Third Drive

- “The performance of task provides intrinsic reward” ...Harry F. Harlow

### ○ The Joy of the Task

- How do we bring intrinsic reward to education?



# HOW DOES THIS CHANGE WHAT WE ARE DOING IN THE CLASSROOM?





- The secret to high performance and satisfaction—at work, at school, and at home—
- is the deeply human need to
  - direct our own lives,
  - to learn and
  - create new things, and
  - to do better by ourselves and our world.

*Drive* by Daniel Pink



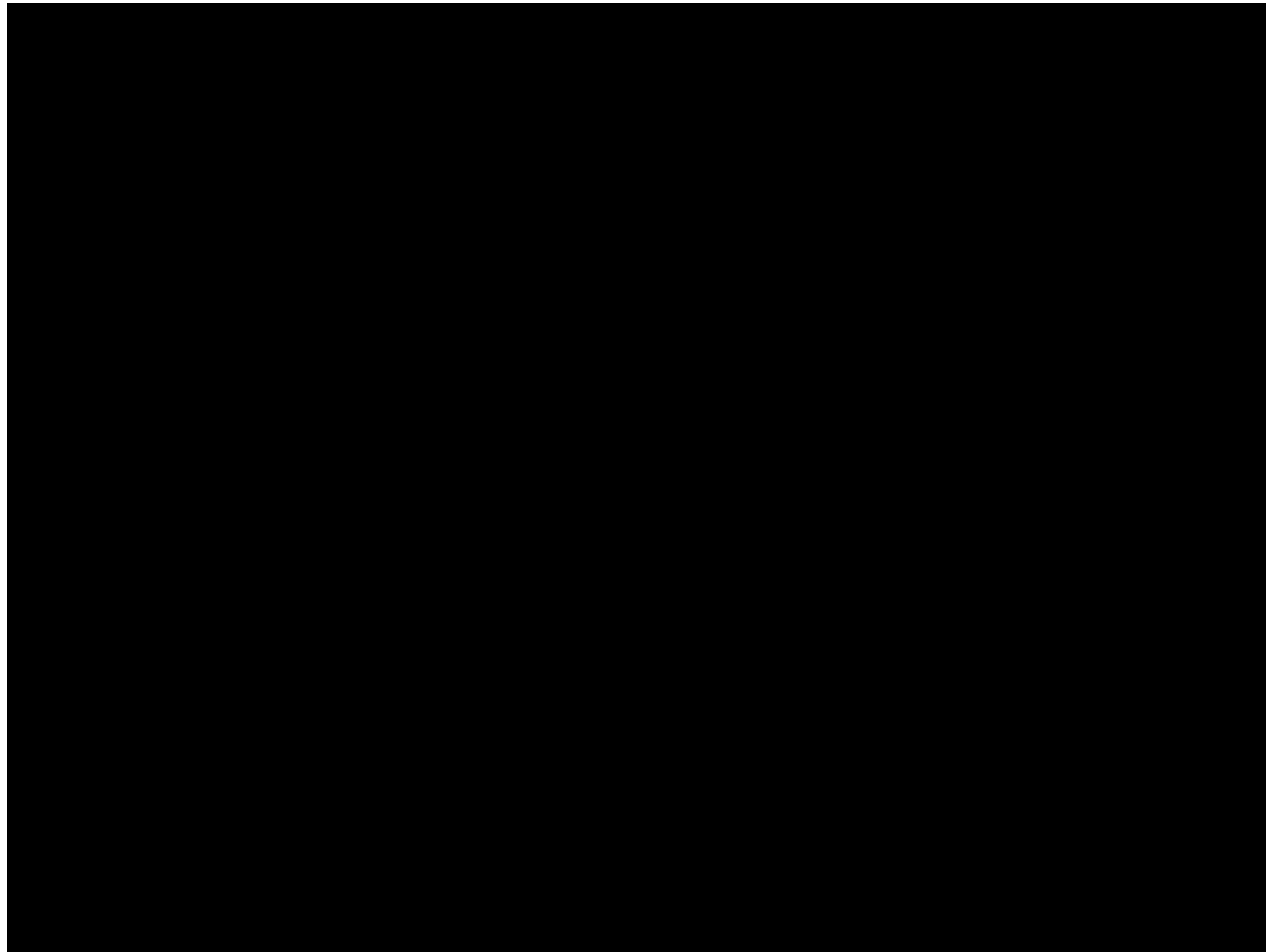
# FRAMED FOR 21<sup>ST</sup> CENTURY KIDS

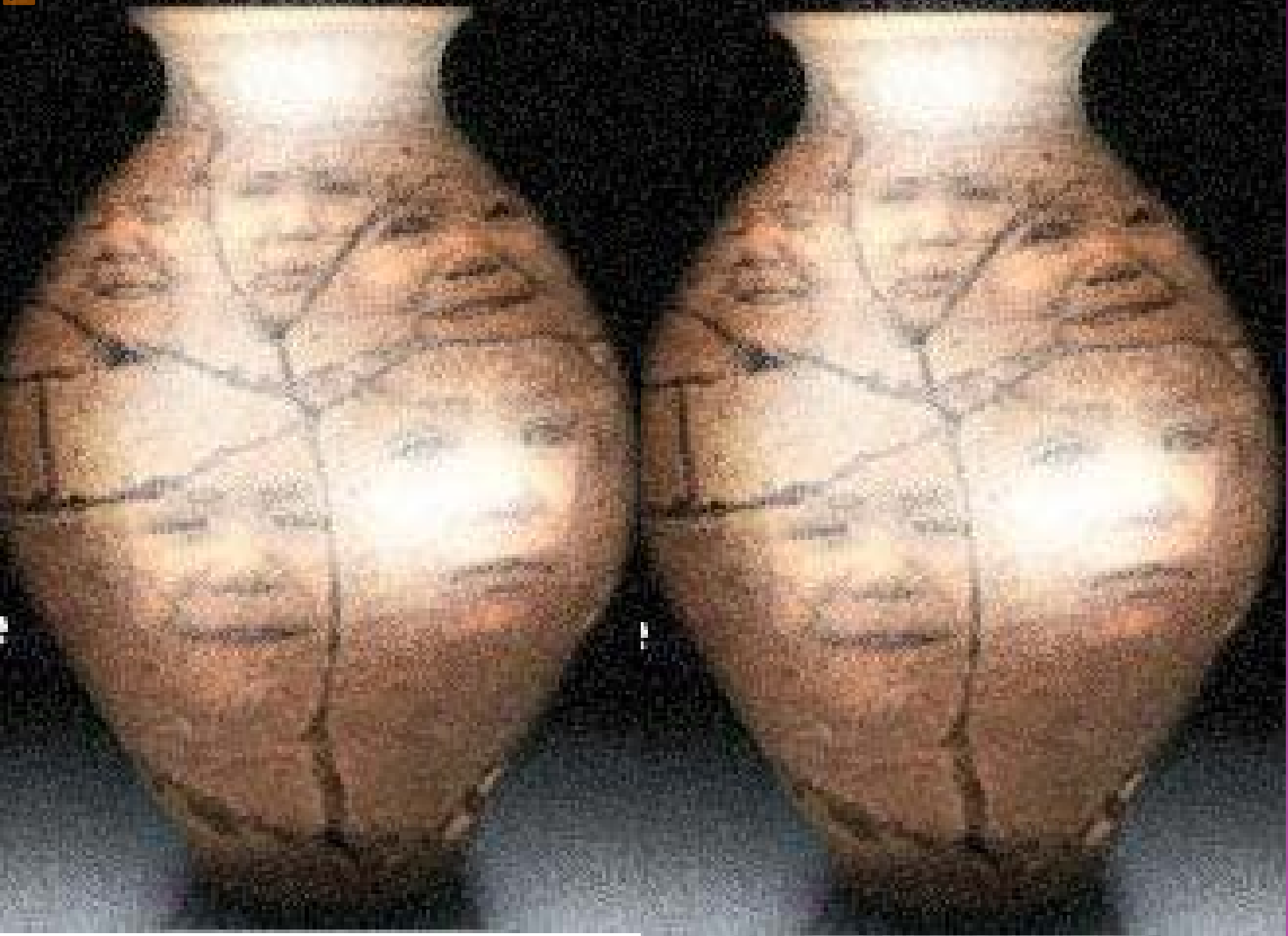
is the deeply student need to

- direct his/her own lives,
  - to learn (how to learn) and
  - To create new things/solve new problems and
  - to do better by themselves and their world.
- 
- Based on Drive by Daniel Pink



# APPR IS LIKE... THANKSGIVING









# SAVED HARMLESS

- ◉ What it means
- ◉ It means things will change “in-flight”
- ◉ It means we need feedback
- ◉ It means things will be considered globally and individually...what is best for all



# THIS IS NOT ABOUT ONE/TWO LESSONS

- ◉ When answering questions, think in terms of what you do over the course of the year
- ◉ Address the specific lesson they will see, but also provide evidence from the unit it belongs to.
- ◉ Attach appropriate supporting information



# YOU ARE SHOWING OFF YOURSELF

- ◉ Like a job interview—why are you good at what you do
- ◉ An opportunity for professional conversation

# OASYS- WHICH FORM IS WHAT?

My User Profile  
Change Password

### Action Required

- Post Observation Self Reflection (Teacher-R) - Forms For Observations**
  - Status: **AWAITING FORM SUBMISSION**
  - Action: [Submit Post Observation Self Reflection \(Teacher-R\) - Forms For Observations](#)
- NEW Pre-Observation Form (Teacher-R) - Forms For Observations**
  - Status: **AWAITING FORM SUBMISSION**
  - Action: [Submit NEW Pre-Observation Form \(Teacher-R\) - Forms For Observations](#)
- Professional Responsibilities Form (Tch-R) - Forms For Observations**
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### In Progress

- Pre-Obs. Conf. Evidence Collection (Admin-R) - Required Evidence Collection Forms for Admins**
  - Status: **AWAITING ADMINISTRATOR FINALIZATION**
  - Submitted: 09/18/2012 03:37 PM
  - Action: [View Pre-Obs. Conf. Evidence Collection \(Admin-R\) - Required Evidence Collection Forms for Admins](#)
- Observation Evidence Collection (Admin-R) - Required Evidence Collection Forms for Admins**
  - Status: **AWAITING ADMINISTRATOR FINALIZATION**
  - Submitted: 09/21/2012 08:43 PM
  - Action: [View Observation Evidence Collection \(Admin-R\) - Required Evidence Collection Forms for Admins](#)
- Post Conference Evidence Collection (Admin-R) - Required Evidence Collection Forms for Admins**
  - Status: **IN PROGRESS - AWAITING FORM COMPLETION**
  - Scheduled Date: 09/24/2012 08:53 AM
- Professional Responsibilities Evidence Collection (Admin-R) - Required Evidence Collection Forms for Admins**
  - Status: **IN PROGRESS - AWAITING FORM COMPLETION**
  - Scheduled Date: 09/10/2012 10:00 AM
- NEW Teacher Reflection Form (Tch-R) - Forms For Observations**
  - Status: **AWAITING ADMINISTRATOR ACCEPTANCE**

Desktop 11:23 AM 10/14/2012



## OMG - A MILLION FORMS!

- Old forms: Don't use these~
  - Pre- observation Form (tchr -r)
  - Post-observation Self Reflection Form (tchr-r)
- These forms have been updated.

# *WHY DON'T THEY JUST GET RID OF THE FORMS WE DON'T NEED*

- They can't be removed from the system, because they will wipe out some people's submissions.



# OMG - A MILLION FORMS!

- NEW forms: (3 per observation)
  - NEW Pre-Observation Form
  - NEW Teacher Reflection Form
  - Professional Responsibilities Form



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- › Status: **AWAITING ADMINISTRATOR ACCEPTANCE**



# OMG - A MILLION FORMS! (CONT'D)

- Everyone has two sets of forms in MLP right now:
  - The old Post Observation Self Reflection
    - (DON'T USE THIS ONE!)
  - The NEW Teacher Reflection form  
(USE THIS ONE)
  - Professional Responsibilities form

# WHY ISN'T MY PRE-OBSERVATION FORM THERE?

- ◉ Your evaluator sends it to you when they schedule your observation
- ◉ In the event of an unannounced observation, you will get the form after the observation

# TIMELINE AND FORMS

## ○ Announced Observation

- You receive an email from OASYS indicating that you have received Pre-Observation Form
- You receive an email from OASYS indicating an observation has been scheduled for you
  - TIME will be in Hour/Minutes
- Notification must be 5 SCHOOL days before scheduled conference
- Pre- observation form submitted 3 days before observation
- First observation-all admins requiring conference



# WHAT DO I NEED AND WHEN?

- Pre-Observation Form
- SUBMIT 3 days before Scheduled Observation (Announced)

# WHAT WAS ON THE LESSON TEMPLATE

- You don't have to do this, however new forms don't really have place for lesson plans
- NY State/Common Core Standards:
- Learning Outcomes
- Lesson plan components
- Pacing

# A LOOK AT THE PRE-OBSERVATION FORM

The screenshot shows a web browser window with the URL <http://www.mylearningplan.com/oasis/FormViewer/Index/557612/1/>. The browser's address bar and tabs are visible at the top. The main content area is titled "Evidence Collection" and contains two sections:

**1.1 How did you demonstrate knowledge of child and adolescent development, including students' cognitive, language, social/emotional, and physical developmental levels?**

- Describes developmental characteristics of students
- Creates developmentally appropriate lessons

Below the list is a rich text editor with a toolbar and a text area. The toolbar includes options for font color, background color, bold, italic, underline, text color, text background color, bulleted list, numbered list, link, unlink, and insert image. The text area is currently empty.

**1.2 How did you demonstrate current, research-based knowledge of learning and language acquisition theories and processes?**

- Uses strategies to support learning and language acquisition
- Uses current research

Below the list is another rich text editor with a toolbar and a text area, identical to the one above. The text area is currently empty.

The Windows taskbar is visible at the bottom of the screen, showing the Start button, several application icons (including Internet Explorer, Photoshop, and Word), and the system tray with the date and time: 11:43 AM, 10/14/2012.

The screenshot shows a web browser window with the address bar displaying <http://www.mylearningplan.com/oasys/FormViewer/Index/557612/1/283315/0/>. The browser has several tabs open, including 'Yahoo! Search - Web Search', 'Valley Central Teachers Asso...', 'Novell WebAccess', 'Valley Central High School / ...', 'My Learning Plan', and 'NEW Pre-Observation For...'. The page content includes a 'Lesson Name:' field, a blue header for 'Evidence Collection', and two numbered questions:

**1.1 How did you demonstrate knowledge of child and adolescent development, including students' cognitive, language, social/emotional, and physical developmental levels?**

- Describes developmental characteristics of students
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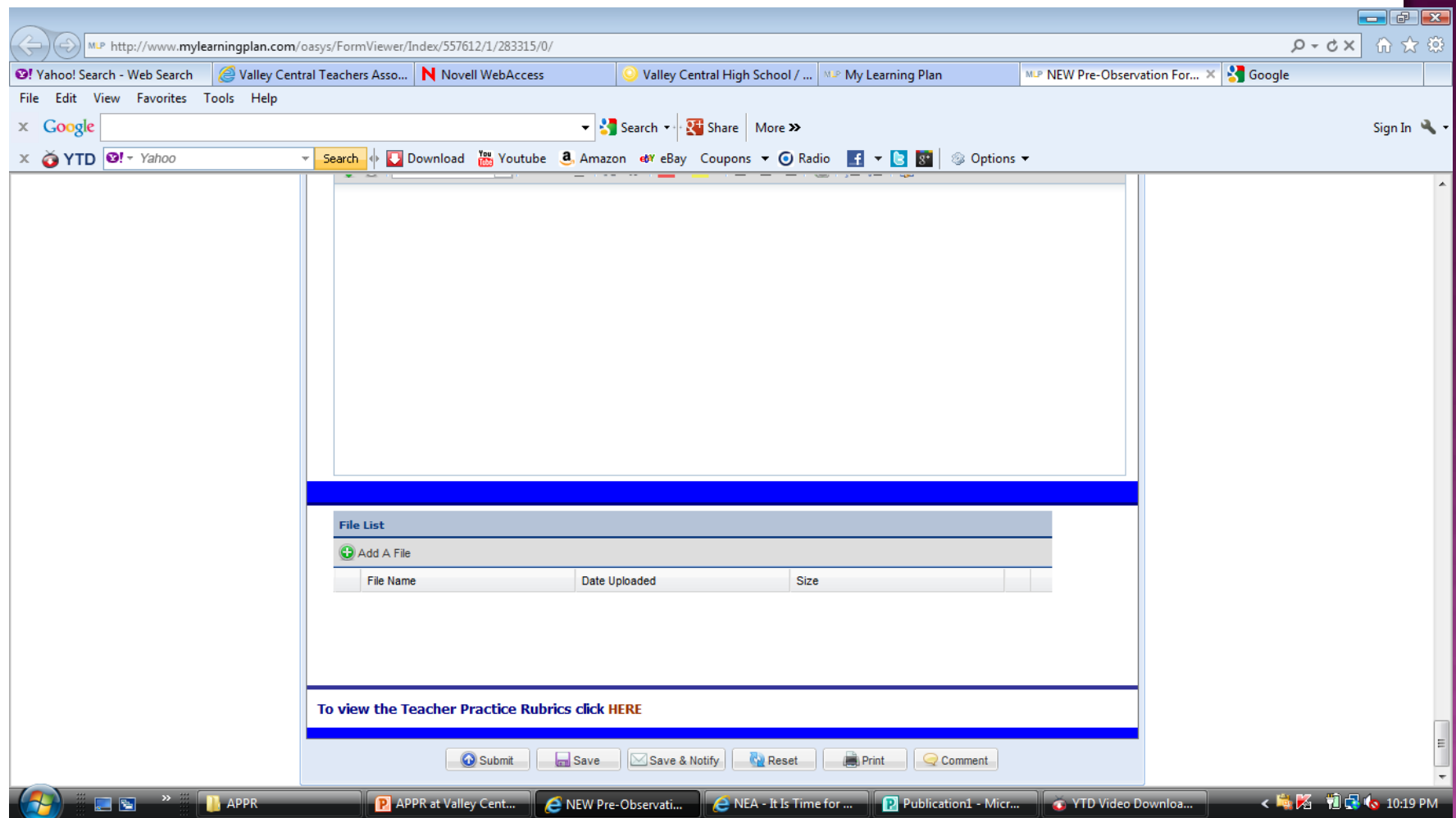
**1.2 How did you demonstrate current, research-based knowledge of learning and language acquisition theories and processes?**

- Uses strategies to support learning and language acquisition

The Windows taskbar at the bottom shows the Start button, taskbar buttons for 'APPR', 'APPR at Valley Cent...', and 'NEW Pre-Observati...', and a system tray with the time '8:24 PM'.

You can type your answers in Word and then cut and paste.

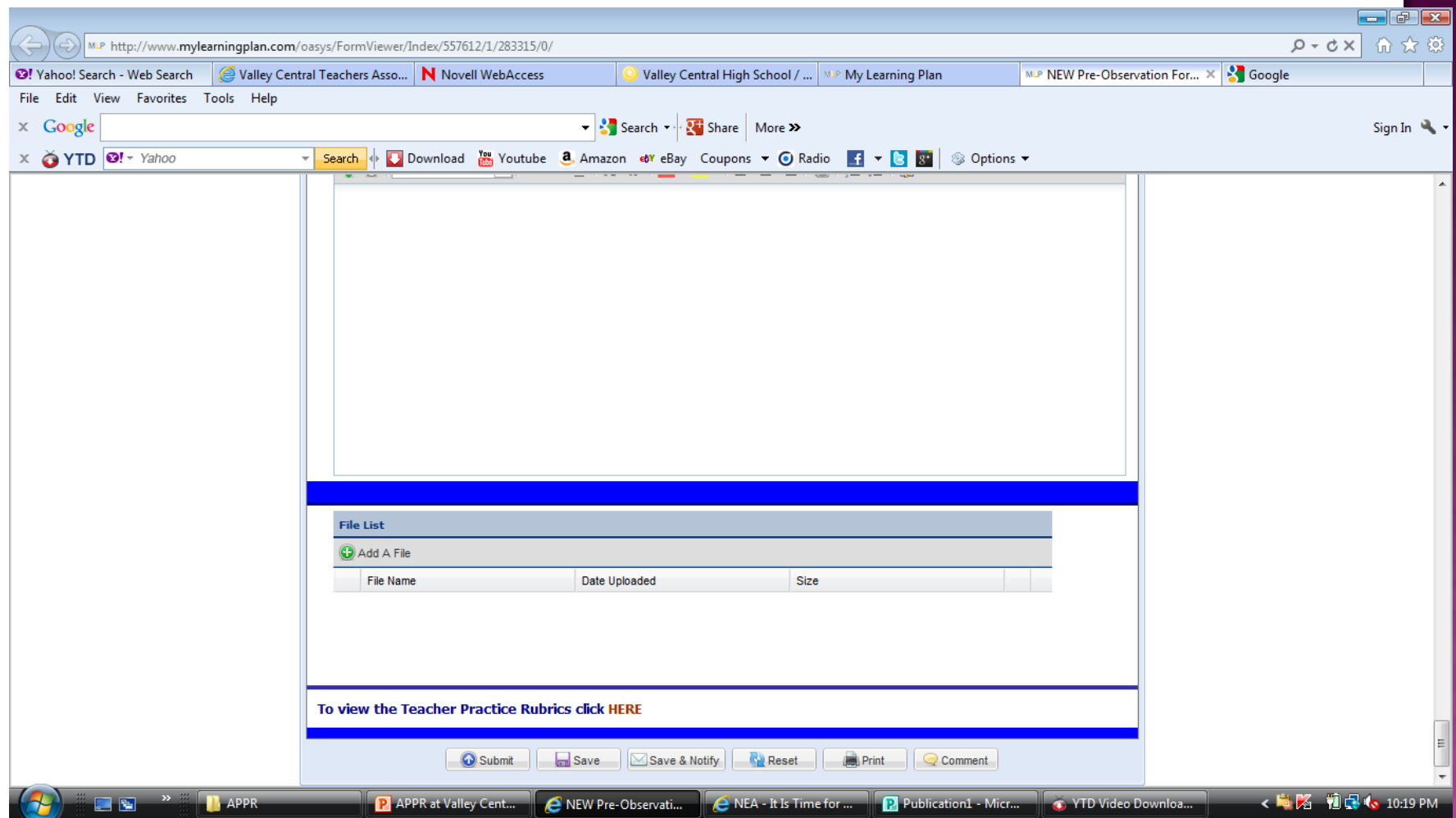
Or, you can type directly on the form.....



You can attach supporting evidence  
Unit Plan/Lesson Plan  
Unit Assessments

If it is over limit for MB (like a powerpoint) you can email to evaluator

*MUCH OF YOUR EVIDENCE CAN BE ATTACHED TO THESE FORMS*



While you are working on the form, you can save your work by going all the way to the bottom of the form.

When it is finished, hit the submit button.

# SHOW EVIDENCE

- This is about showing off what you do as a teacher
- Understanding what is inherent in the standards/elements-21<sup>st</sup> century skills

# SHOW EVIDENCE

- Every element

- But only one indicator (every bullet is an indicator)

- Knowing the Teacher Rubric

- What is the difference between the four levels
- Concentrate your efforts on Effective/Highly Effective
  - Review your rubric as you are working on

http://www.mylearningplan.com/oasys/FormViewer/Index/542862/3/283315/0/

t- we are going to learn how to draw a tree.  
t- these are some exaples of other artists and their trees. 09/21/2012 8:34 pm

**5.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.**

- Communicates purposes and criteria
- Provides preparation and practice
- Provides assessment skills and strategies

t- where did he start with the tree?  
t- what kind of letters? vs and ys  
t- what happens? they get smaller.  
t- bark is made by the repetition of lines.  
shading- dark and light. 09/21/2012 8:34 pm

**7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.**

- Reflects on evidence of student learning
- Reflects on biases
- Plans professional growth

t- We will have a pre-test and post-test. 09/21/2012 8:34 pm

**Evidence for other standards / elements:**

**To reference the Teacher Practice Rubrics, Please click [HERE](#).**

Print

Observation Evidence Collection (Admin-R) - PATRICIA BEHR - Windows Internet Ex

Teacher Rubrics available on  
bottom of OASYS forms...



# STANDARDS' WEIGHTS

- ◉ Standard 1 - 10%
- ◉ Standard 2 - 19%
  
- ◉ Standard 3 - 30%
- ◉ Standard 4 - 21%
  
- ◉ Standard 5 - 10%
  
- ◉ Standard 6 - 5%
- ◉ Standard 7 - 5%



# WHERE DID THE STANDARDS AND ELEMENTS COME FROM?

- ◉ NYS Standards are based on the National Standards -RTTT
- ◉ They are connected to Common Core Standards...21<sup>st</sup> century learning
- ◉ Elements and Indicators written at SED using a committee that included Administrators and Teachers



# EACH BULLET = ONE INDICATOR

# EVIDENCE FOR ONE INDICATOR IS ENOUGH

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**Evidence Collection**

**1.1 How did you demonstrate knowledge of child and adolescent development, including students' cognitive, language, social/emotional, and physical developmental levels?**

- Describes developmental characteristics of students
- Creates developmentally appropriate lessons



Rich text editor toolbar: abc, Tahoma, B, I, U, A, A, A, ab, [list icons], [insert icon]

**1.2 How did you demonstrate current, research-based knowledge of learning and language acquisition theories and processes?**

- Uses strategies to support learning and language acquisition
- Uses current research

Rich text editor toolbar: abc, Tahoma, B, I, U, A, A, A, ab, [list icons], [insert icon]

Windows taskbar at the bottom shows icons for Internet Explorer, Word, and other applications. The system tray on the right shows the time as 11:43 AM on 10/14/2012.



**Professional Responsibilities Evidence Collection (Admin-R) - Required Evidence Collection Forms for Admins**

- » Status: **IN PROGRESS - AWAITING FORM COMPLETION**  
Scheduled Date: 09/10/2012 10:00 AM
- 

**Complete**

**Pre-Obs. Conf. Evidence Collection (Admin-R) - Required Evidence Collection Forms for Admins**

- » Status: **COMPLETED**  
Completed: 09/18/2012 03:37 PM  
Action: [View Pre-Obs. Conf. Evidence Collection \(Admin-R\) - Required Evidence Collection Forms for Admins](#)
- 

**Observation Evidence Collection (Admin-R) - Required Evidence Collection Forms for Admins**

- » Status: **COMPLETED**  
Completed: 09/21/2012 08:43 PM  
Action: [View Observation Evidence Collection \(Admin-R\) - Required Evidence Collection Forms for Admins](#)
- 

**Lesson Plan Template (Teacher-R) - Forms For Observations**

- » Status: **COMPLETED**  
Completed: 09/17/2012 11:06 PM  
Action: [View Lesson Plan Template \(Teacher-R\) - Forms For Observations](#)
- 

**Pre-Observation Form (Teacher-R) - Forms For Observations**

- » Status: **COMPLETED**  
Completed: 09/17/2012 11:29 PM  
Action: [View Pre-Observation Form \(Teacher-R\) - Forms For Observations](#)
- 

**Pre-Obs. Conference Agenda Meeting Notes (Admin-NR) - Forms For Observations**

- » Status: **COMPLETED**  
Completed: 09/18/2012 03:44 PM  
Action: [View Pre-Obs. Conference Agenda Meeting Notes \(Admin-NR\) - Forms For Observations](#)
- 

**NEW Teacher Reflection Form (Tch-R) - Forms For Observations**

- » Status: **COMPLETED**  
Completed: 09/30/2012 09:51 PM  
Action: [View NEW Teacher Reflection Form \(Tch-R\) - Forms For Observations](#)
-



### **1.3 Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests, and experiences of all students.**

- Meets diverse learning needs of all students
- Plans for student strengths, interests, and experiences

#### **Pre-Obs. Conf. Evidence 1.3**

LP- Teacher has assessed drawings that the student completed previously and will help students during independent study.

Student will be encouraged to draw a tree at a level comfortable for them.

Teacher will use the pre instruction drawing to encourage the student to try to improve that work. 09/18/2012 10:44 am

The class is truly a mix of all levels. Most of the 18 are on level. They are a personable group. One student has contacted me by email to ask to have her seat moved because she wants to be able to work. I told her we would address it when I saw her again on Wednesday.

Pre-obs. Conf.

Students will be able to work at their own pace. They will have seen a video on the previous day that shows an advanced drawing of the tree and will be encouraged to apply texture to the tree. 09/18/2012 11:43 am

The short-term objective the lesson addresses is to build student confidence in drawing, trees in particular. It gives the opportunity for students to practice technique needed to be successful in the project.

It prepares them for the study of landscape and focal point.



# STANDARD 1 (10%) - KNOWLEDGE OF STUDENTS AND STUDENT LEARNING

## Element 1 - 25 %

- 1.1 How did you demonstrate knowledge of child and adolescent development, including students' cognitive, language, social/emotional, and physical developmental levels?
  - Describes developmental characteristics of students
  - Creates developmentally appropriate lessons

mostly instruction based upon student developmental needs.

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Describes <b>developmental characteristics of students</b>	Teacher is unable to describe orally or in writing the developmental characteristics of the age group.	Teacher describes orally and in writing some knowledge of the developmental characteristics of the age group.	Teacher describes orally and in writing an accurate <b>knowledge of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.</b>	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher describes orally and in writing the extent to which individual students follow the general patterns and <b>how 21st Century Skills fit into this knowledge base.</b>
B.	<b>Creates developmentally appropriate lessons</b>	Teacher does not create lessons that are developmentally appropriate or that address individual student learning needs.	Teacher creates lesson plans that are generally appropriate to the developmental needs of students and meet the student learning needs of groups of students.	Teacher creates lesson plans that are <b>appropriate to the developmental needs of students and meet the student learning differences and needs of groups of students.</b>	Teacher creates lesson plans that are appropriate to the developmental needs of students and <b>meet</b> the student learning differences and <b>needs of each individual student.</b>

Owner  
11/1/2012 2:03:49 AM

HE:  
knowledge of 21st century skills  
meet the needs of INDIVIDUAL students

One student presents behaviors that require frequent, immediate, positive redirection, in order for him to meet each task he is presented with successfully. This child needs support and guidance in order to help him to focus during both large group lessons, small group lessons and independent work. If necessary, the paraprofessional will assist him in helping him to focus during large group instruction. I will provide support and modeling as I assess his work during the guided practice portion of the lesson. Accommodations have been made for this student, which include an assigned seat during lesson times, and a behavior modification plan that includes written statements and a happy face to indicate to him each task he completes with success.

# STANDARD 1 (10%) - KNOWLEDGE OF STUDENTS AND STUDENT LEARNING

## Element 2 - 10 %

- 1.2 How did you demonstrate current, research-based knowledge of learning and language acquisition theories and processes?
  - Uses strategies to support learning and language acquisition
  - Uses current research

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Uses strategies to support learning and language acquisition	Teacher designs lessons with few strategies that support student learning and language acquisition needs. Teacher does not adjust instruction.	Teacher designs lessons to include some instructional strategies that support the learning and language acquisition needs of some students. Teacher is able to adjust instruction by implementing one or two additional strategies.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of most students. Teacher is able to adjust instruction by adapting and/or adding strategies to meet the needs of specific students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student. Teacher is able to adjust instruction by adapting and/or adding strategies to meet the needs of specific students. Students suggest specific strategies that help them achieve the outcomes of the lesson and teacher supports the students' suggestions.
B.	Uses current research	Teacher is unable to cite current research to explain instructional decisions.	Teacher cites limited or dated research to explain instructional decisions.	Teacher cites current research to explain instructional decisions.	Teacher cites current research to explain instructional decisions and seeks out additional research to inform practice.

Owner  
11/1/2012 2:07:38 AM

HE= Students giving feedback on the lesson and teacher supporting suggestions

Seeking out additional Research to INFORM practice...]

# STANDARD 1 (10%) - KNOWLEDGE OF STUDENTS AND STUDENT LEARNING

## Element 3 - 20 %

- 1.3 How did you demonstrate knowledge of and responsiveness to diverse learning needs, interests, and experiences of all students?
  - Meets diverse learning needs of all students
  - Plans for student strengths, interests, and experiences

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Meets diverse learning needs of each student</i>	Teacher does not vary or modify instruction to meet diverse learning needs of students.	Teacher varies or modifies instruction to meet the diverse learning needs of some students.	Teacher varies or modifies instruction to meet the diverse learning needs of most students.	Teacher varies or modifies instruction to meet the diverse learning needs of each student. Students suggest ways in which the lesson might be modified to advance their own learning and teacher acknowledges the suggestion.
B.	<i>Plans for student strengths, interests, and experiences</i>	Teacher does not plan instruction to address the strengths, interests, and experiences of students.	Teacher plans instruction to address the strengths, interests, and experiences of some students.	Teacher plans instruction to address the strengths, interests, and experiences of most students.	Teacher plans instruction to address the strengths, interests, and experiences of each student and is able to adapt the lesson as needed.

Owner  
11/1/2012 2:12:23 AM

HE= STUDENT FEEDBACK about LEARNING  
Adaptation of a lesson to each student...|

# STANDARD 1 (10%) - KNOWLEDGE OF STUDENTS AND STUDENT LEARNING

## Element 4 - 15 %

- 1.4 How do you acquire knowledge of individual students, families, guardians, and/or caregivers to enhance students' learning?
  - Communicates with parents, guardians, and/or caregivers

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Communicates with parents, guardians, and/or caregivers.</i>	Teacher does not communicate directly with student's parents, guardians, and/or caregivers to enhance student learning and/or does not accommodate the communication needs of the family.	Teacher occasionally communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is occasionally modified to meet the needs of the family.	Teacher <b>regularly communicates directly with student's parents, guardians, and/or caregivers to enhance student learning.</b> Communication is <b>frequent and uses multiple modes</b> of contact to accommodate the needs of the family.	Teacher communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Multiple modes of contact are used to accommodate the needs of the family. <b>Students and parents/guardians initiate communication.</b>



Owner

11/1/2012 2:21:22 AM

HE = Students/Parents initiate communication |

- Open House
- Homework journals
- Progress journals
- Parent Conferences

# STANDARD 1 (10%) - KNOWLEDGE OF STUDENTS AND STUDENT LEARNING

## Element 5 - 20 %

- 1.5 How do you demonstrate knowledge of and responsiveness to the economic, social, cultural, linguistic, family and community factors that influence their students' learning?
  - Incorporates the knowledge of school community and environmental factors
  - Incorporates multiple perspectives

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Incorporates the knowledge of school community and environmental factors</i>	Teacher does not incorporate knowledge and understanding of the school community when designing or implementing instruction.	Teacher incorporates general knowledge of the school community when planning and implementing instruction.	Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction reflecting a deep understanding of the school community.	Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction, reflecting a deep understanding of the school community. Teacher continuously seeks additional information to impact instruction.
B.	<i>Incorporates multiple perspectives</i>	Teacher does not consider students' personal and family experiences when discussing content.	Teacher considers students' personal and family experiences when discussing content by incorporating more than one perspective.	Teacher considers students' personal and family experiences when discussing content by incorporating multiple perspectives.	Teacher considers students' personal and family experiences when discussing content by incorporating multiple perspectives. Students are supported by the teacher to share their personal perspective as it relates to the content.

Owner  
11/1/2012 2:26:26 AM

HE: Knowing school community deeply AND always seeking additional info

Considering student perspective AND supporting open sharing of that perspective as related to content

# STANDARD 1 (10%) - KNOWLEDGE OF STUDENTS AND STUDENT LEARNING

## Element 6 - 15 %

- 1.6 How do you demonstrate knowledge and understanding of technological and information literacy and how they affect student learning?
  - Understands technological literacy.

**NYSUT's Teacher Practice Rubric \* 2011 Edition \***  
**Aligned with the**  
**New York State Teaching Standards**

**Element L6:** Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

**NYSED Indicators:** *Use technological tools and a variety of communication strategies to engage each student. Assist students to become knowledgeable and critical consumers and users of quality information.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Understands technological literacy</i>	Teacher does not use available technological tools or a variety of communication strategies to engage students or assist them in becoming critical users of quality information. Teacher is unaware of 21st Century Skills.	Teacher uses available technological tools and communication strategies to engage some students and/or to assist them in becoming critical users of quality information. Teacher's knowledge of 21st Century Skills is rudimentary.	Teacher uses available technological tools and communication strategies to engage most students, and to assist them in becoming critical users of quality information. Teacher's knowledge of 21st Century Skills is current and embedded in the communication strategies.	Teacher uses available technological tools and communication strategies to engage each student. Teacher's knowledge of 21st Century Skills is current and embedded in the communication strategies. Students contribute to the variety of technological strategies used to engage them in their own learning and become critical users of quality information.



**Owner** □

11/1/2012 9:48:04 PM

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HE:  
 Students contribute to technological strategies in their learning....



## Complete

### **Pre-Obs. Conf. Evidence Collection (Admin-R) - Required Evidence Collection Forms for Admins**

Status: **COMPLETED**

» Completed: 09/18/2012 03:37 PM

Action: [View Pre-Obs. Conf. Evidence Collection \(Admin-R\) - Required Evidence Collection Forms for Admins](#)

### **Observation Evidence Collection (Admin-R) - Required Evidence Collection Forms for Admins**

Status: **COMPLETED**

» Completed: 09/21/2012 08:43 PM

Action: [View Observation Evidence Collection \(Admin-R\) - Required Evidence Collection Forms for Admins](#)

### **Lesson Plan Template (Teacher-R) - Forms For Observations**

Status: **COMPLETED**

» Completed: 09/17/2012 11:06 PM

Action: [View Lesson Plan Template \(Teacher-R\) - Forms For Observations](#)

### **Pre-Observation Form (Teacher-R) - Forms For Observations**

Status: **COMPLETED**

» Completed: 09/17/2012 11:29 PM

Action: [View Pre-Observation Form \(Teacher-R\) - Forms For Observations](#)

### **Pre-Obs. Conference Agenda Meeting Notes (Admin-NR) - Forms For Observations**

Status: **COMPLETED**

» Completed: 09/18/2012 03:44 PM

Action: [View Pre-Obs. Conference Agenda Meeting Notes \(Admin-NR\) - Forms For Observations](#)

### **NEW Teacher Reflection Form (Tch-R) - Forms For Observations**

Status: **COMPLETED**

» Completed: 09/30/2012 09:51 PM

Action: [View NEW Teacher Reflection Form \(Tch-R\) - Forms For Observations](#)

# STANDARD 2 (19%) - KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING

## Element 1 - 15 %

- 2.1 How do you demonstrate knowledge of the content you teach, including relationships among central concepts, tools of inquiry, structures and current developments within disciplines?
  - Understands key concepts and themes in the discipline
  - Understands key disciplinary language
  - Uses current developments in pedagogy and content
  - Understands learning standards

**NYSED Indicators:** *Incorporate key concepts during instruction through the use of multiple representations and explanations. Engage students to use key disciplinary language with comprehension through instruction. Demonstrate the effective use of current developments in pedagogy and content. Design learning experiences that foster student understanding of key disciplinary themes. Demonstrate knowledge of the learning standards and their application throughout their instruction and practice.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Understands key concepts and themes in the discipline</i>	Teacher does not understand key concepts or themes in the discipline.	Teacher has a rudimentary understanding of key concepts and/or themes in the discipline.	Teacher <b>understands key concepts and themes in the discipline and can relate them to one another.</b>	Teacher understands key concepts and themes in the discipline and <b>how they relate within and outside of the discipline.</b>
B.	<i>Understands key disciplinary language</i>	Teacher does not understand the importance of students using and comprehending key disciplinary language.	Teacher understands the importance of students using and comprehending key disciplinary language.	Teacher understands the <b>importance of students being cognitively engaged in their use and comprehension of key disciplinary language.</b>	Teacher understands the importance of students being cognitively engaged in the use and <b>comprehension of key disciplinary language in order to enrich learning experiences in the discipline.</b>
C.	<i>Uses current developments in pedagogy and content</i>	Teacher is not current on content-related pedagogy.	Teacher has a limited understanding of current content-related pedagogy.	Teacher <b>understands current content-related pedagogy.</b>	Teacher understands current content-related pedagogy and <b>seeks out new developments to enhance practice.</b>

*New York State Teaching Standards*

	Indicators	Ineffective	Developing	Effective	Highly Effective
D.	<i>Understands learning standards</i>	Teacher does not understand the learning standards.	Teacher has a limited understanding of the learning standards.	Teacher <b>understands the learning standards and relates standards to one another.</b>	Teacher understands the learning standards, relates standards to one another, and <b>connects them to 21<sup>st</sup> Century skills.</b>

Owner

11/1/2012 9:58:21 PM

HE: relate concepts and themes to other disciplines too  
enrich learning experience through disciplinary language comprehension  
seek out new pedagogical developments to enhance practice

2011 CED-revised NYSUT TDR.pdf - Adobe Reader

Owner

11/2/2012 5:52:36 AM

21st century skill connection

# STANDARD 2 (19%) - KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING

## Element 2 - 10 %

- 2.2 How do you connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts?
  - Incorporates diverse social and cultural perspectives
  - Incorporates individual and collaborative critical thinking and problem solving
  - Incorporates disciplinary and cross-disciplinary learning experiences

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Incorporates diverse social and cultural perspectives</i>	Teacher does not plan instruction that facilitates students' ability to develop diverse social and cultural perspectives. Instruction is not aligned with 21st Century skills.	Teacher plans some instruction to facilitate students' ability to develop diverse social and cultural perspectives. Instruction may or may not be aligned with 21st Century skills.	Teacher plans most instruction to <b>facilitate students' ability to develop diverse social and cultural perspectives.</b> Teacher <b>incorporates perspectives from a variety of disciplines and embeds interdisciplinary skills in instruction to align with 21st Century Skills.</b>	Teacher plans all instruction to facilitate students' ability to develop diverse social and cultural perspectives. <b>The perspectives are connected to a sequence of learning both in the discipline and related disciplines and align with 21st Century Skills.</b>
B.	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	Teacher does not provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher provides occasional opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher provides <b>frequent opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills.</b> The <b>teacher models effective interpersonal skills.</b>	Teacher provides on-going opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills. <b>The teacher models and encourages effective use of interpersonal skills to build student capacity for collaboration.</b>

Owner  
11/2/2012 5:56:54 AM

\*Sequence of learning-relating disciplines  
\*Effective use of interpersonal skills to build student capacity for collaboration

	Indicators	Ineffective	Developing	Effective	Highly Effective
C.	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	Teacher does not create learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	Teacher creates occasional learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	Teacher <b>creates regular learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.</b>	Teacher creates regular opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems. <b>Teacher seeks student input prior to planning such learning experiences.</b>

Owner  
11/2/2012 6:01:49 AM

\*Seeking Student INPUT prior to planning

# STANDARD 2 (19%) - KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING

## Element 3 - 10 %

- **2.3 How do you use a broad range of instructional strategies to make subject matter accessible?**
  - Designs instruction to meet diverse learning needs of students
  - Designs learning experiences that connect to students' life experiences
  - Designs self-directed learning experiences

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Designs instruction to meet diverse learning needs of students</i>	Teacher does not use a range of instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students.	Teacher uses few differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students. Teacher plans an alternate strategy to adapt instruction if needed.	Teacher uses several <b>differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students with some differentiation for different groups of students and awareness of 21st Century Skills.</b> Teacher plans <b>several alternate strategies to adapt instruction</b> as needed.	Teacher uses several differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of all students. Instruction is differentiated, as appropriate, <b>for individual learners</b> and incorporate 21st Century Skills. Teacher <b>plans alternate strategies to adapt instruction in anticipation of various levels of student understanding.</b>
B.	<i>Designs learning experiences that connect to students' life experiences</i>	Teacher does not make connections between content and students' life experiences or the connections are insensitive and/or inappropriate.	Teacher attempts to make connections between the content and students' life experiences; some connections may be inappropriate.	Teacher <b>makes frequent, appropriate connections between the content and students' life experiences.</b>	Teacher makes frequent and appropriate connections between the content and students' life experiences. <b>Teacher includes suggestions offered by students.</b>
C.	<i>Designs self-directed learning experiences</i>	Teacher does not design learning experiences that engage students in self-directed learning.	Teacher designs limited learning experiences that engage students in self-directed learning.	Teacher <b>designs frequent learning experiences that engage students in challenging, self-directed learning.</b>	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning. <b>Teacher seeks student input in the design of such experiences.</b>

Owner  
11/2/2012 6:07:09 AM

- \*differentiate for individual learners
- \*anticipate various levels of student understanding
- \*include suggestions from students
- \*seek student input in design of experiences

- The lesson will begin with all students sitting in the gathering area, seated on assigned seats. Once the shared reading component of the lesson has been implemented, students will be directed to sit in their assigned seats at the tables. The identified students that I will assess and document their reading behaviors will be sitting at the yellow and blue tables. Once I have assessed the identified students, the students will be directed to gather on the carpet on their designated seating assignments for the conclusion / closure portion of the lesson.

# STANDARD 2 (19%) - KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING

## Element 4 - 20 %

- 2.4 How do you establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement?
  - Aligns learning standards
  - Articulates learning objectives/goals with learning standards

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Aligns learning standards</i>	Teacher does not design learning experiences that are aligned with learning standards.	Teacher designs some learning experiences that are aligned with learning standards.	Teacher designs <b>most learning experiences that are aligned with learning standards.</b>	Teacher designs <b>all learning experiences</b> that are aligned with learning standards.
B.	<i>Articulates learning objectives/goals with learning standards</i>	Teacher is unable to articulate how learning objectives are aligned with learning standards and/or how students will achieve the learning goals.	Teacher is able to articulate how some learning objectives are aligned with learning standards and has designed some opportunities for students to achieve the learning goals.	Teacher is able to <b>articulate how the learning objectives align with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21st Century Skills.</b>	Teacher <b>is</b> able to <b>articulate how the learning objectives are aligned with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21st Century Skills. Students suggest additional ways in which to demonstrate their learning.</b>

Owner

11/2/2012 6:10:32 AM

\* ALL learning experiences--not most

\*Students suggest additional ways to demonstrate their learning|

# STANDARD 2 (19%) - KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING

## Element 5 - 25 %

- 2.5 How do you design relevant instruction that connects students' prior understanding and experiences to new knowledge?
  - Designs instruction using current levels of student understanding
  - Designs learning experiences using prior knowledge

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Designs instruction using current levels of student understanding</i>	Teacher does not use students' responses to questions, discussion or other work nor considers possible misconceptions when planning instruction.	Teacher uses students' responses to questions, discussion or other work, and may or may not consider common misconceptions when planning instruction.	Teacher <b>uses students' responses to questions, discussion, and other work, and considers common misconceptions when planning instruction.</b>	Teacher uses individual students' responses to questions, discussion, and other work, and <b>routinely</b> considers common misconceptions when planning instruction.
B.	<i>Designs learning experiences using prior knowledge</i>	Teacher does not design learning experiences that connect students' prior content knowledge to new learning.	Teacher designs some learning experiences that connect prior content knowledge to new learning.	Teacher <b>designs learning experiences that connect prior content knowledge to new learning within and across disciplines.</b>	Teacher designs learning experiences that connect prior content knowledge to new learning. Teacher <b>plans opportunities for students themselves to make connections</b> to prior learning within and across disciplines.

Owner

11/2/2012 6:15:08 AM

\*ROUTINELY considers misconceptions

\* Opportunities planned for STUDENTS to make connections

# STANDARD 2 (19%) - KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING

## Element 6 - 20 %

- 2.6 How do you evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals?
  - Organizes physical space
  - Incorporates technology
  
  - Organizes time
  - Selects materials and resources

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Organizes physical space</i>	Teacher does not plan the use of physical space to meet learner needs and curricular goals.	Teacher plans the use of physical space to meet some learner needs and curricular goals.	Teacher <b>plans the use of physical space to meet all learner needs and curricular goals.</b>	Teacher plans the use of physical space to meet all learner needs and curricular goals. <b>Teacher acknowledges student suggestions for physical space.</b>
B.	<i>Incorporates technology</i>	Teacher does not understand how technology can enhance student learning or chooses not to use technology even when aware of the benefits.	Teacher occasionally incorporates available technology in lessons to enhance student learning or technology is used for communication and relatively rote activities.	Teacher <b>regularly incorporates available technology in lessons to enhance student learning. Technology is used to extend and apply learning in the lesson beyond communication and completion of classroom assignments.</b>	Teacher regularly incorporates available technology in lessons to enhance student learning. <b>Technology is used to support complex understanding of subject matter.</b>
C.	<i>Organizes time</i>	Teacher does not consider time allocations to achieve learning goals.	Teacher considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher <b>assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.</b>	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. <b>Students may request additional or less time to achieve learning goals.</b>

Owner  
11/2/2012 6:38:28 AM

- \* Incorporates student suggestion for physical space
- \* uses technology to support complex understanding
- \* Time is adjusted for each students needs

	Indicators	Ineffective	Developing	Effective	Highly Effective
D.	<i>Selects materials and resources</i>	Teacher is unaware of curricular materials and resources that align with student learning standards or is aware but chooses not to use or adapt materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher occasionally adapts materials and resources to meet diverse learning needs.	Teacher <b>selects curricular materials and resources that align with student learning standards. Teacher regularly adapts materials and resources to meet diverse learning needs.</b>	Teacher selects a variety of curricular materials and resources that align with student learning standards. Teacher <b>regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning.</b>

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- \* Seek resources to support student learning

- ◎ 9:15-9:18 Reinforce routine of Shared Reading, and Introduction to Lesson (To include Anticipatory Set)
- 9:18-9:25 Teacher demonstration - locating "where to begin reading", "which way to point", and "where to point next".
  - Introduce the "Good Morning" Song and repeat tracking.
  - Student Reader - will respond to my questions:
    - "Show us where we begin reading."
    - "Which way do we point?"
    - "And where do we point after that?" (Indicating that when our finger comes to the end of the line, we must go down to the next line and continue pointing.)
- 9:25-9:35 Guided Practice with Assessment (This time will include the routine of obtaining journal and poem from storage location near teaching area.)
- 9:35-9:45 Reflection on our learning. Closure.

# HIGHLY EFFECTIVE

- ◉ Effective is what is a normal expectation
  
- ◉ What do you notice about Highly Effective?
  - It is ALL ABOUT MAKING STUDENTS Active Participants in the Learning Process and 21<sup>st</sup> Century Skills



# EVIDENCE COLLECTION/OBSERVATION

- Standard 3 and 4
- By law, must be 51% of the 60 points
- Evidence is collected without judgment

# STANDARD 3 (30%) - INSTRUCTIONAL PRACTICE

## Element 1 - 15 %

- 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.
  - Aligns instruction to standards
  - Uses research-based instruction
  - Engages students

## New York State Teaching Standards

### Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards. *Effective instruction is the critical interactive work that teachers undertake when they bring complex content design instruction to integrate content areas and weave together knowledge of students, content, assessment process. Teachers use available technologies to scaffold student learning. There is an emphasis on teacher ownership, problem solving, inquiry, real-life connections and relevance. Teachers prepare students for the critical thinking, communication, and collaboration.*

**Element III.1:** Teachers use research-based practices and evidence of student learning to provide and standards-driven instruction that motivates and engages students in learning.

**NYSED Indicators:** *Align instruction to standards. Implement instruction proven to be effective in prior years. Engage students cognitively through teacher facilitation of student-to-student and student-to-*

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11/2/2012 10:34:58 AM

- \* All
- \* seeks newest research to deepen/expand instruction
- \* students initiate interactions

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Aligns instruction to standards</i>	Teacher does not implement learning experiences that are aligned with learning standards.	Teacher implements some learning experiences that are aligned with learning standards.	Teacher <b>implements most learning experiences that are aligned with learning standards.</b>	Teacher implements <b>all</b> learning experiences that are aligned with learning standards.
B.	<i>Uses research-based instruction</i>	Teacher does not use research-based instructional practices.	Teacher uses some research-based instructional practices.	Teacher <b>uses multiple research-based instructional practices.</b>	Teacher uses multiple research-based instructional practices. <b>Teacher seeks out the newest research to deepen and expand instruction.</b>
C.	<i>Engages students</i>	Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.	Teacher's <b>instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.</b>	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. <b>Students initiate interactions to deepen cognitive engagement.</b>



This lesson focused on metric conversion which is part of the Grade 5 Common Core Math Curriculum.

# STANDARD 3 (30%) - INSTRUCTIONAL PRACTICE

## Element 2 - 20 %

- **3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.**
  - Provides directions and procedures
  - Uses questioning techniques
  - Responds to students
  - Communicates content

***NYSUT's Teacher Practice Rubric \*  
Aligned with the  
New York State Teaching Standards***

**Element III.2:** Teachers communicate clearly and accurately with students

**NYSED Indicators:** *Students understand directions and procedures. Teachers use a variety of questioning techniques to engage students in learning and reflection. Students' comments and questions are used to assess understanding of lesson content through teachers' use of oral, written or graphic representations to meet student needs.*

USER  
11/2/2012 10:40:22 AM

- \*anticipate misunderstanding/adjust explanations to individual students
- \*Students formulate questions to deepen understanding
- \*Challenge ALL students-students offer graphic representations

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Provides directions and procedures</i>	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher <b>directions and procedures are clear to students.</b> Teacher <b>adjusts explanations to meet student needs.</b>	Teacher directions and procedures are clear, complete, and <b>anticipate possible student misunderstanding.</b> Teacher <b>adjusts explanations to meet the needs of individual students.</b>
B.	<i>Uses questioning techniques</i>	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion.	Most of teacher's questions are <b>open in nature and engage students in deeper thinking and further discussion.</b>	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. <b>Students formulate many questions to advance their understanding.</b>
C.	<i>Responds to students</i>	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking.	Teacher <b>responds to students' questions/comments.</b> <b>Responses challenge student thinking.</b>	Teacher and students respond to students' questions/comments. Responses challenge <b>all</b> students' thinking.
D.	<i>Communicates content</i>	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Graphic methods are used occasionally.	Teacher's <b>spoken and written language is clear and correct.</b> <b>Graphic methods are used regularly to enhance content understanding.</b>	Teacher's spoken and written language is correct and expressive. Graphic methods are used regularly to enhance content understanding. <b>Students offer their own graphic representation of the content.</b>

"Now we are going to learn about the Iroquis. Need clipboard and pencil. What are you bringing with you? Three student raised their hands - 1 student called upon answered "clipboard".

"Even number (students) get your pencil and clipboard. Odd number (students) get your pencil and clipboard. Not rushing. Walking safely. Please push your chairs in."

# STANDARD 3 (30%) - INSTRUCTIONAL PRACTICE

## Element 3 - 15 %

- 3.3 Sets high expectation and creates challenging learning experiences for students.
  - Models appropriate outcomes with students
  - Clear behavioral/learning expectations/strategies
  - Teach rubric criteria
  - Implement rigorous learning/enrichment activities to support objective

***NYSUT's Teacher Practice Rubric \*  
Aligned with the  
New York State Teaching Standards***

**Element III.3:** Teachers set high expectations and create challenging learning experiences for all students.

**NYSED Indicators:** *Articulate high expectations for all students. Students have a challenge and support all students by incorporating various instructional strategies.*

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\*differentiates instruction for ALL students  
\*Students analyze and create success criteria with teacher  
\*Solicits resources from colleagues and community

	Indicators	Ineffective	Developing	Proficient	Advanced
A.	<i>Establishes high expectations</i>	Teacher articulates low expectations for most or all students.	Teacher articulates moderate expectations for most or all students or articulates different expectations for different groups of students.	Teacher articulates high expectations for all students.	Teacher articulates high expectations for all students, and differentiates instruction to ensure that all students meet the expectations.
B.	<i>Articulates measures of success</i>	Teacher does not articulate how success will be measured; students are unaware of the criteria for success.	Teacher articulates how success will be measured; students may be confused about the criteria for success.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria and exemplars as models. Students have created or analyzed the success criteria with the teacher.
C.	<i>Implements challenging learning experiences</i>	Teacher does not challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.	Teacher persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.	Teacher persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources, soliciting additional resources from colleagues and/or the community.

# STANDARD 3 (30%) - INSTRUCTIONAL PRACTICE

## Element 4 - 25 %

- 3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage, students, and promote achievement.
  - Differentiation
  - Use of technology
  - All students given opportunities/choices to demonstrate learning
  - Active Closure

***NYSUT's Teacher Practice Rubric \****  
***Aligned with the***  
***New York State Teaching Standards***

**Element III.4:** Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement

**NYSED Indicators:** *Use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities in learning experiences.*

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\* Differentiate activities for individual and diverse learners

\* Students suggest instructional strategies that demo their learning

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Differentiates instruction</i>	Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students.	Teacher uses only some instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge.	Teacher <b>uses instructional strategies that are appropriate to all students and to the instructional outcomes, and strategies motivate and represent significant cognitive challenge and promote an awareness of 21st Century Skills.</b>	Teacher uses instructional strategies that motivate and engage all students in high-level cognitive activities that reflect instructional outcomes, 21st Century Skills, and are <b>differentiated, as appropriate, for individual and diverse learners.</b>
B.	<i>Implements strategies for mastery of learning outcomes</i>	Teacher adheres rigidly to an instructional approach, even when a change is clearly needed to allow students to demonstrate mastery of learning outcomes.	Teacher attempts to incorporate instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes, with partially successful results.	Teacher <b>incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes.</b>	Teacher seamlessly incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes. <b>Students suggest instructional strategies that will help them demonstrate their own learning.</b>

The students worked in pre-established pairs to complete the game. Higher and average students worked in pairs and lower level students worked in a small group with a teacher.

The teacher worked at the back table with a group of students.

# STANDARD 3 (30%) - INSTRUCTIONAL PRACTICE

## Element 5 - 10 %

- 3.5 Engages students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and technology.
  - Collaborative grouping
  - Bloom's Taxonomy
  - Class/group discussions
  - Inquiry based learning
  - Use of technology for problem solving
  - Provides opportunity for individual written responses

**NYSUT's Teacher Practice Rubric\***  
*Aligned with the*  
**New York State Teaching Standards**

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\* Differentiate activities for individual and diverse learners

\* Students suggest instructional strategies that demo their learning

*... techniques, resources, and technologies to meet diverse individualize interactions and differentiate instruction. ... provide students with opportunities to demonstrate mastery of meaningful opportunities in learning experiences.*

**Element III.4:** Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement

**NYSED Indicators:** *Use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities in learning experiences.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Differentiates instruction</i>	Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students.	Teacher uses only some instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge.	Teacher uses instructional strategies that are appropriate to all students and to the instructional outcomes, and strategies motivate and represent significant cognitive challenge and promote an awareness of 21st Century Skills.	Teacher uses instructional strategies that motivate and engage all students in high-level cognitive activities that reflect instructional outcomes, 21st Century Skills, and are differentiated, as appropriate, for individual and diverse learners.
B.	<i>Implements strategies for mastery of learning outcomes</i>	Teacher adheres rigidly to an instructional approach, even when a change is clearly needed to allow students to demonstrate mastery of learning outcomes.	Teacher attempts to incorporate instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes, with partially successful results.	Teacher incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes.	Teacher seamlessly incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes. Students suggest instructional strategies that will help them demonstrate their own learning.

# STANDARD 3 (30%) - INSTRUCTIONAL PRACTICE

## Element 6 - 20 %

- 3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs.
  - Monitors/adjusts instruction based on formative assessment data
  - Timely, relevant feedback to students
  - Adjusts pacing
  - Establishes progress monitoring check points

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Aligned with the  
New York State Teaching Standards***

**Element III.6: Teachers monitor and assess student progress, seek and provide feedback**

***NYSED Indicators: Utilize various types of formative assessment during instruction to assess progress. Seek and provide feedback during and after instruction. Adjust the pace of delivery based on student progress.***

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- \*differentiate instruction individually
- \*students use feedback in their learning
- \*students self assess progress and suggest adjustments to instruction

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Uses formative assessment</i>	Teacher does not use formative assessment during instruction and does not monitor student learning.	Teacher occasionally uses formative assessment. Teacher monitors student learning unevenly.	Teacher frequently uses formative assessment to immediately inform instruction. Teacher monitors the progress of students, using assessment data.	Teacher always uses formative assessment to immediately inform instruction. Teacher monitors the progress of individual students and uses a variety of formative assessments to adjust and differentiate instruction to meet individual needs.
B.	<i>Provides feedback during and after instruction</i>	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students make use of the feedback in their learning.
C.	<i>Adjusts pacing</i>	Teacher does not use student progress to adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction.	Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.

# STANDARD 4 - (21%) LEARNING ENVIRONMENT

## Element 1 - 20 %

- 4.1 Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive.
  - Mutually respectful/safe learning environment
  - Respectful student interactions
  - Interactions are appropriate to the age and the culture of the students
  - Classroom rules and routines are established and communicated

## Standard IV: Learning Environ

Teachers work with all students to create a dynamic learning environment that st

*The classroom environment is a critical aspect of a teacher's skill in promoting learning they don't feel comfortable in the classroom. If the atmosphere is negative, if students, neither students nor teacher – can focus on learning. Teachers who excel in Standard importance of learning and the significance of the content. Skills in Standard 4 are den observations.*

**Element IV.1:** Teachers create a mutually respectful, safe, and supportive le

**NYSED Indicators:** *Caring and respectful in interactions with students. Embrace stu and reinforce positive interactions among students. Create a clim where students feel a sense of responsibility to one another.*

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\*Genuine respect for individual and group  
 \*Students respect and support diversity on own  
 \*Students monitor and correct each others behavior

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Interactions with students</i>	Teacher interaction with at least some students is inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a safe learning environment where students feel accepted and free taking learning risks.	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Teacher creates a safe learning environment where all students feel accepted and free taking learning risks.
B.	<i>Supports student diversity</i>	Teacher ignores diversity in the classroom and does not use it to support the learning environment.	Teacher acknowledges diversity in the classroom but is inconsistent in using it to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment. Students take initiative to respect and support diversity.

"Do you want to tell me the idea and I will write it for you? Where do you get food from? Does your Mom go to the Thruway? Do you go o the cafeteria/kitchen to get food? Listen to what Jenna said."

"Morgan, talk clearly to Matthew. He is right in front of you and he can not hear you unless you talk clearly."

"I see some eyes. Thank you for being good listeners and learners."

"Shelby, did you hear? Were you listening to your classmate? One speaker. Look at the speaker."

Paraprofessional assisted with a group of students that required intense support.

# STANDARD 4 - (21%) LEARNING ENVIRONMENT

## Element 2 - 30 %

- 4.2 Teachers create an intellectually challenging and stimulating learning environment.
  - Teacher demonstrates enthusiasm for learning
  - Models appropriate outcomes with students
  - Rigorous learning/enrichment activities to support objective
  - Students are actively engaged in learning activities
  - Uses questioning at a variety of levels
  - Interactive teaching and cooperative activities are evident

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- \* Students monitor progress toward learning goals
- \* Students demonstrate curiosity, initiative, and active participation
- \* Students demonstrate innovation, flexibility, originality and perseverance

Aligned with the

New York State Teaching Standards

**Element IV.2:** Teachers create an intellectually challenging and stimulating learning environment.

**NYSED Indicators:** Encourage students to set high standards and expectations for their own performance. Motivate students to learn for their own learning and strive to achieve challenging learning goals. Promote students' curiosity and interest in learning. Students are actively engaged in learning. Students openly express their ideas. Students share their own learning experiences and accomplishments.

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Establishes high expectations for achievement	Teacher discourages students from expressing their ideas, and/or initiating their own learning and achievement.	Teacher inconsistently creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement.	Teacher creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement.	Teacher creates an environment where all students are expected to express their ideas, take initiative and have high expectations for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals.
B.	Promotes student curiosity and enthusiasm	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged in learning.	Teacher conveys importance of learning, but with little conviction and only minimal apparent buy-in by the students. Some students are cognitively engaged.	Teacher conveys enthusiasm for learning, and students demonstrate consistent commitment to its value. Students are cognitively engaged in appropriately challenging learning.	Teacher conveys genuine enthusiasm for learning. Students—through their curiosity, initiative, and active participation—demonstrate enthusiasm for learning. Students are cognitively engaged and striving to meet challenging learning goals.
C.	Promotes student pride in work and accomplishments	Teacher does not promote a sense of pride in student work or accomplishment. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment. Students minimally accept the responsibility to “do good work” but invest little of their energy into its quality.	Teacher consistently promotes a sense of pride in student work or accomplishment. Students accept the teacher’s insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment. Student work demonstrates innovation, flexibility, originality, and perseverance in their work.

# STANDARD 4 - (21%) LEARNING ENVIRONMENT

## Element 3 - 30 %

- 4.3 Manages the learning environment for the effective operation of the classroom.
  - Uses routines and procedures (Do Now, Harry Wong)
  - Clear rules/expectations/directions
  - Instructional groups with purpose
  - Smooth transitions and appropriate pacing
  - Mixture of teacher and student directed activities

**NYSUT's Teacher Practice Rubric \* 2011 Edition \***  
**Aligned with the**  
**New York State Teaching Standards**

**Element IV.3:** Teachers manage the learning environment for the effective operation of the classroom

**NYSED Indicators:** Establish, communicate, and maintain clear standards and expectations for student behavior and adapt routines and procedures to manage activities and transitions. Facilitate instruction that maximize student participation, cooperation, and learning. Students exhibit respectful classroom behavior.

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\*rules are internalized by students  
 \*transitions seamless/students assume responsibility for efficient operation  
 \*all students engaged all times, assume responsibility for productivity,work independently/collaboratively, polite always

	Indicators	Ineffective	Developing	Effective	
A.	Establishes expectations for student behavior	The teacher has not established standards of conduct, or students are confused by the standards.	The teacher has established standards of conduct, and most students seem to understand them.	The teacher has established standards of conduct and they are clear to all students.	The teacher and students have established standards of conduct. They are clear to all students and appear to be internalized.
B.	Establishes routines, procedures and transitions	The teacher's routines, procedures, and transitions are chaotic, with much instructional time being lost between activities or lesson segments.	The teacher's routines, procedures, and transitions are somewhat efficient, resulting in some loss of instructional time.	Teacher's routines, procedures, and transitions occur smoothly, with little loss of instructional time. Students assume some responsibility under teacher direction.	Teacher's routines, procedures, and transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
C.	Establishes instructional groups	Teacher's grouping results in students who are not working with the teacher, are not productively engaged in learning and/or exhibit disrespect to the teacher and/or other students.	Teacher's grouping results in students in only some groups being productively engaged in learning while unsupervised by the teacher. Student behavior is generally appropriate but occasionally may reflect disrespect for one another.	Teacher's grouping results in small group work being well organized and most students are productively engaged in learning while unsupervised by the teacher. Student behavior is generally polite and respectful.	Teacher's grouping results in small group work being well organized and students are productively engaged at all times, with students assuming responsibility for productivity. Students work independently and collaboratively to accomplish goals. Student behavior is consistently polite and respectful.

The teacher played music  
(Billy Joel and Richard  
Straus) during transition  
times.

# STANDARD 4 - (21%) LEARNING ENVIRONMENT

## Element 4 - 20 %

- 4.4 Organizes and utilizes available resources (physical space, time, technology) to create a safe and productive learning environment.
  - Uses available resources and technologies
  - Safety Procedures clear and observable
  - Organizes the physical space to accommodate student learning
  - Effective use of support staff/ community

***NYSUT's Teacher Practice Rubric \* 2011 Edition \****  
***Aligned with the***  
***New York State Teaching Standards***

**Element IV.4:** Teachers organize and utilize available resources (e.g. physical space, time, people, t and productive learning environment.

**NYSED Indicators:** *Arrange and adapt the physical environment to accommodate individual and group learn students have equitable access to available resources and technologies. Effectively use th volunteers and paraprofessionals. Know and implement policies and procedures to ensur*

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- \*students adjust resources to advance learning
- \*supports para contributions to create productive learning environment
- \*students internalize safety procedure

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Organizes the physical environment</i>	Teacher has not organized the physical environment to meet student learning needs, or the teacher makes poor or inequitable use of physical resources.	Teacher has organized the physical environment to adequately accommodate student learning needs. Available resources and technologies are accessible to most students. The resources may be adjusted for a lesson, but with limited effectiveness.	Teacher has <b>organized the physical environment to accommodate all student learning needs. Available resources and technologies are equally accessible to all students. The resource arrangement supports the learning activities.</b>	<ul style="list-style-type: none"> <li>• Teacher has organized the physical environment to accommodate all student learning needs. Available resources and technologies are equally accessible to all students. <b>Students adjust the resources to advance their learning.</b></li> </ul>
B.	<i>Manages volunteers and/or paraprofessionals</i>	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers.	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers with limited effectiveness.	Teacher <b>effectively uses the services and skills of available paraprofessionals and/or volunteers.</b>	<ul style="list-style-type: none"> <li>• Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, and <b>supports their contributions to a productive learning environment.</b></li> </ul>
C.	<i>Establishes classroom safety</i>	Teacher does not know, or knows but does not implement classroom safety procedures.	Teacher inconsistently implements classroom safety procedures.	Teacher <b>consistently implements classroom safety procedures.</b>	<ul style="list-style-type: none"> <li>• Teacher knows and implements classroom safety procedures consistently. <b>Students have internalized the safety procedures.</b></li> </ul>

# HIGHLY EFFECTIVE

- ◉ What do you notice about Highly Effective?
  - STUDENTS Assume Responsibility and Are Partnered in the Learning Process
  - ALL Students are involved
  - STUDENTS Responsible for classroom environment
- ◉ *JUST HOW DO YOU DO THIS?*

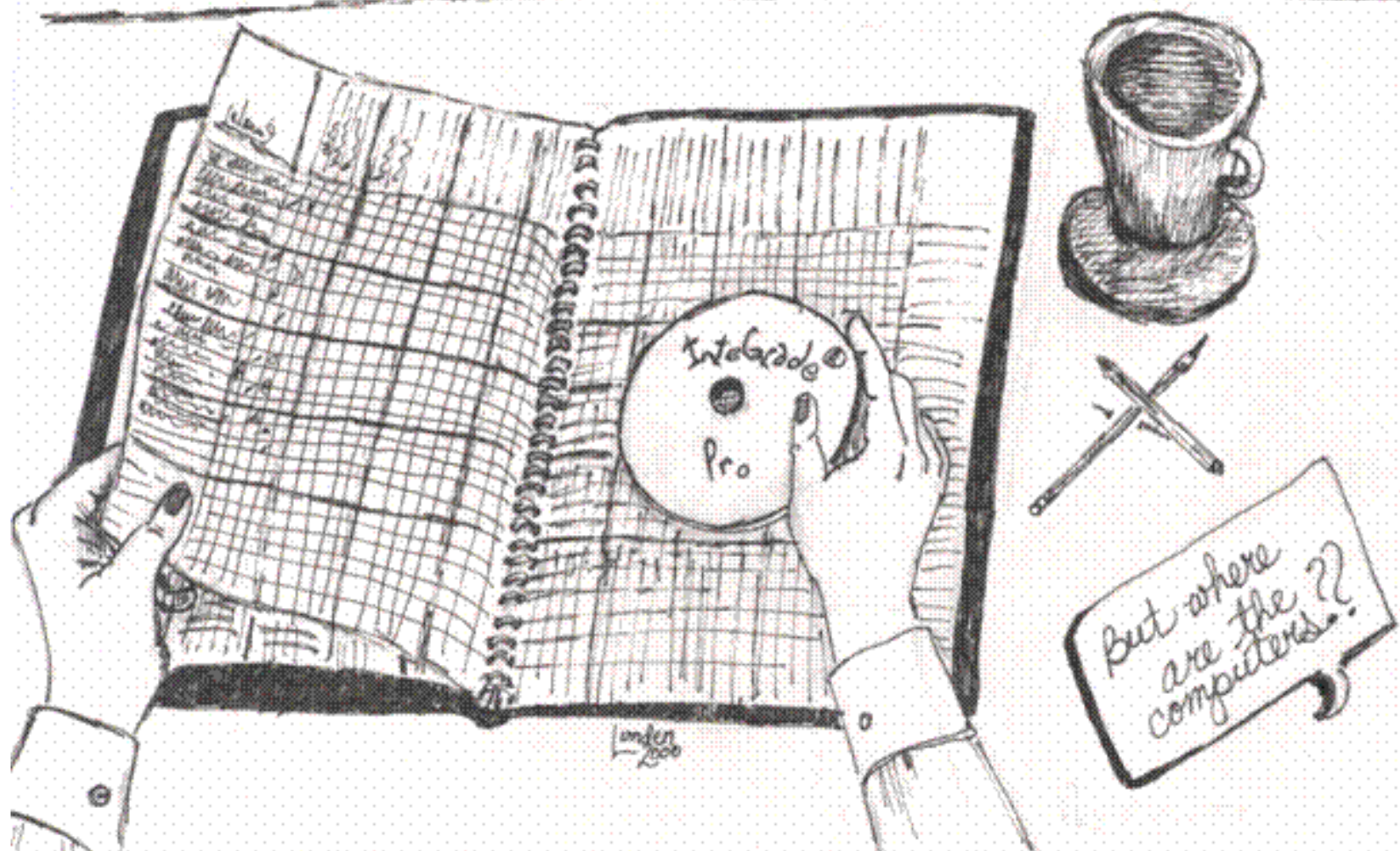


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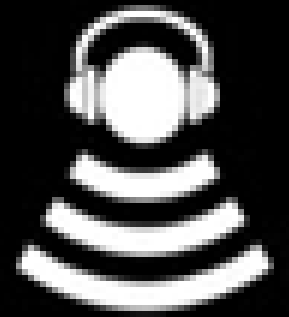
NEWS

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In an effort to stay on the cutting edge of today's technology, the District provides secondary teachers with a computer gradebook program...



December 2000



# POST OBSERVATION: REFLECTION

- Answer these questions considering the lesson AND the unit AND other subjects you teach.
- Consider what you do all year long!

# STANDARD 5 (10%) - ASSESSMENT FOR STUDENT LEARNING

## Element 1 - 25 %

- 5.1 How do you design, adapt, select, and use a range of assessments tools and processes to measure and document student learning and growth?
  - Multiple formats are used for assessments
  - Testing accommodations are implemented per IEP/504

ALSO APPEARS ON PRE-OBSERVATION FORM

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and use assessment to inform instruction. *Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment types: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, teachers incorporate student self-assessment and teacher analysis and reflection to inform instruction.*

**Element V.1:** Teachers design, select, and use a range of assessment tools and processes to measure student learning and growth.

**NYSED Indicators:** *Use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction. Use summative assessment to measure and record student achievement. Design assessments that are aligned with curricular and instructional goals. Design and administer assessments that accurately determine mastery of skills and knowledge. Use multiple measures and multiple formats, including available technology, to assess and document student performance. Implement required assessment practices.*

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\*Regularly and SKILLFULLY

\* Students participate in documenting performance

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Uses assessments to establish learning goals and inform instruction</i>	Teacher does not use appropriate diagnostic or ongoing formative assessment to establish learning goals or to inform instruction.	Teacher occasionally uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	Teacher frequently uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	Teacher regularly and skillfully uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.
B.	<i>Measures and records student achievement</i>	Teacher does not use multiple measures to determine a summative assessment of student achievement. Teacher rarely and/or ineffectively uses multiple formats, including available technology, to	Teacher uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, including available technology, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance. Students

	Indicators	Ineffective	Developing	Effective	Highly Effective
		document student performance.			participate in documenting their own performance.
C.	<i>Aligns assessments to learning goals</i>	Teacher designs assessments that are not aligned with curricular and instructional goals and do not accurately determine mastery of student skills and knowledge.	Teacher designs some assessments that are aligned with curricular and instructional goals and accurately determine mastery of student skills and knowledge.	Teacher designs most assessments to align with curricular and instructional goals and to accurately determine mastery of student skills and knowledge.	Teacher designs all assessments to align with curricular and instructional goals and to accurately determine mastery of each student's skills and knowledge.
D.	<i>Implements testing accommodations</i>	Teacher does not implement required testing accommodations.	Teacher inconsistently implements required testing accommodations.	Teacher consistently implements required testing accommodations.	Teacher consistently implements required testing accommodations. Teacher works with specialists as necessary to ensure accommodations meet student needs.

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- \* All Assessments Align
- \* Works with specialists to ensure accommodations are met

Students' weekly performance is assessed using a rubric, which is aligned with the instrument report card. Records are kept that include anecdotal notes regarding individual strengths and weaknesses and strategies to address any weaknesses.

# STANDARD 5 (10%) - ASSESSMENT FOR STUDENT LEARNING

## Element 2 - 15 %

- 5.2 How do you analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction?
  - Analyzes assessment data
  - Uses assessment data to set goals and provide feedback to students
  - Engages students in self-assessment

**ALSO APPEARS ON PRE-OBSERVATION FORM**

**NYSUT's Teacher Practice Rubric \* 2011 Edition \***  
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**New York State Teaching Standards**

**Element V.2:** Teachers understand, analyze, interpret, and use assessment data to monitor student progress and differentiate instruction.

**NYSED Indicators:** *Analyze data accurately. Provide timely feedback to students to engage them in self-reflection and self-improvement. Use assessment data to set goals and design and differentiate instruction. Engage students in self-assessment of their learning goals, strategies, and outcomes.*

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\*data analyzed to DIFFERENTIATE instruct  
 \*STUDENTS self monitor progress goals  
 \*Suggest STEPS for achieving learning

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Analyzes assessment data	Teacher does not analyze assessment data or analyzes it inaccurately.	Teacher analyzes data accurately but has a rudimentary understanding of the data.	Teacher analyzes data accurately to monitor student progress and inform instruction.	Teacher analyzes data accurately to monitor student progress and design differentiated instruction.
B.	Uses assessment data to set goals and provide feedback to students	Teacher does not use feedback or assessment data to set goals with students or to design differentiated instruction.	Teacher occasionally uses feedback and assessment data to set goals with students and to design differentiated instruction.	Teacher frequently uses feedback and assessment data to set goals with students and to design differentiated instruction.	Teacher regularly uses feedback and assessment data to set goals with students and to design differentiated instruction; students self-monitor their progress towards their goals.
C.	Engages students in self-assessment	Teacher does not engage students in self-assessment of their learning goals, strategies, or outcomes.	Teacher occasionally engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher frequently engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals.



# STANDARD 5 (10%) - ASSESSMENT FOR STUDENT LEARNING

## Element 3 - 10 %

- 5.3 How do you communicate information about various components of the assessment system?
  - Explains and teaches any rubric used to evaluate student work
  - Provides exemplars
  - Students are made aware of essential questions/objective

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
	Indicators	Ineffective	Developing	Effective	Highly Effective
4.	<i>Accesses and interprets assessments</i>	Teacher does not provide appropriate information about or interpretation of various assessment data.	Teacher provides appropriate information; interpretation of various assessment data may be rudimentary.	Teacher provides appropriate information about and accurate interpretation of various assessment data.	Teacher provides appropriate information about and accurate interpretation of various assessment data. Students contribute information and interpretation of data.

 - Owner 

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\* STUDENTS contribute info and interpret data



# STANDARD 5 (10%) - ASSESSMENT FOR STUDENT LEARNING

## Element 4 - 20 %

- How do you reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly?
  - Starting with the end in mind
  - Uses the data driven decision making process

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Understands assessment measures and grading procedures</i>	Teacher demonstrates little understanding of student assessment measures, or grading procedures.	Teacher demonstrates limited understanding of student assessment measures or grading procedures.	Teacher demonstrates understanding of student assessment measures and grading procedures as a means of monitoring student progress.	Teacher demonstrates understanding of student assessment measures and grading procedures as means of monitoring progress for individual students.
B.	<i>Establishes an assessment system</i>	Teacher does not have an overall assessment system in which formative and/or summative data is used to inform instruction.	Teacher develops a rudimentary plan for an overall assessment system in which formative and summative data can be used to inform instruction	Teacher develops a plan for an overall assessment system in which formative and summative data is used to inform instruction	Teacher develops a comprehensive plan for an overall assessment system in which formative and summative data is used to inform instruction. The system is reviewed regularly, and adjustments are made as needed.

Owner

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\*Monitoring INDIVIDUAL students  
\*Regularly reviews system and adjustments are made as needed

# STANDARD 5 (10%) - ASSESSMENT FOR STUDENT LEARNING

## Element 5 -30%

- How do you prepare students to understand the format and directions of assessment used and the criteria by which the student will be evaluated?
  - Provides students with test taking strategies
  - Models the format of assessment
  - Rubric/criteria for success is provided

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**New York State Teaching Standards**

**Element V.5:** Teachers prepare students to understand the format and directions of assessments used the students will be evaluated.

**NYSED Indicators:** *Communicate the purposes of the assessments they use. Prepare all students for the demand formats and provide accommodations, including appropriate accommodations in testing for exceptional learning needs. Articulate assessment criteria to students and provide parameters for success. Practice various formats of assessments using authentic curriculum. Equip students with assessment skills and strategies.*

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\*STUDENTS able to explain purposes/criteria  
 \*CONSISTENTLY seeks out  
 \*STUDENTS INDEPENDENTLY apply skills/strategies

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Communicates purposes and criteria</i>	Teacher does not communicate purposes of assessments, the assessment criteria or the parameters for success to students.	Teacher communicates purposes of assessments, the assessment criteria or the parameters for success to students, but for some students, the explanation is unclear.	Teacher communicates purposes of assessments, the assessment criteria, and the parameters for success, and the explanation is clear to most students.	Teacher communicates purposes of assessments, the assessment criteria, and the parameters for success clearly to all students. Students are able to explain purposes and criteria to others.
B.	<i>Provides preparation and practice</i>	Teacher does not prepare students for assessment formats using authentic curriculum and/or does not provide appropriate accommodations including accommodations in testing conditions for students with exceptional learning needs. Teacher rarely seeks out specialists to ensure accommodations meet individual student needs.	With limited success, teacher prepares students for assessment formats using authentic curriculum and provide appropriate accommodations including accommodations in testing conditions for students with exceptional learning needs. Teacher occasionally seeks out specialists to ensure accommodations meet individual student needs.	Teacher prepares students for assessment formats using authentic curriculum and provides appropriate accommodations including accommodations in testing conditions for students with exceptional learning needs. Teacher frequently seeks out specialists to ensure accommodations meet individual student needs.	Teacher prepares students for assessment formats using authentic curriculum and provides appropriate accommodations including accommodations in testing conditions for students with exceptional learning needs. Teacher consistently seeks out specialists/resources to ensure accommodations meet individual student needs.

	Indicators	Ineffective	Developing	Effective	Highly Effective
			needs.		
C.	<i>Provides assessment skills and strategies</i>	Teacher does not equip students with assessment skills and/or strategies.	Teacher equips students with some assessment skills and/or strategies. Some students apply the skills and/or strategies when coached by teacher.	Teacher equips students with several assessment skills and strategies. Students apply the skills and strategies when coached by teacher.	Teacher equips students with multiple assessment skills and strategies. Students independently apply the skills and strategies.



# HIGHLY EFFECTIVE?

## ◎ STUDENT-CENTERED

- Students PARTICIPATE in Documenting their performance
- DIFFERENTIATED instruction
- Students SELF MONITOR progress goals...
- STUDENTS interpret Data
- Monitoring INDIVIDUAL students
- Students explain purposes/criteria
- Students INDEPENDENTLY apply skills...





# WHO IS THE CLASS OF 2020?

Our current 5<sup>th</sup> graders





DYLAN WILLIAMS

SALZBURG GLOBAL SEMINAR

12/11/11

“HOW DO WE PREPARE STUDENTS  
FOR A WORLD WE CANNOT IMAGINE”

- In the past, we have treated schools as talent refineries.
  - The job of schools was to identify talent, and let it rise to the top.
- The demand for skill and talent was sufficiently modest that it did not matter that potentially able individuals were ignored.



- The demand for talent and skill is now so great, however, that schools have to be talent incubators, and even talent factories.
- It is not enough to identify talent in our schools any more; we have to create it.



## IN THE 21<sup>ST</sup> CENTURY

The one really  
competitive skill is  
the skill of being able to  
learn.

# STANDARDS 6 AND 7: PROFESSIONAL RESPONSIBILITIES FORM

- ◉ Definitely think of it as a global-year long
- ◉ Due by Jan. 31<sup>st</sup>
- ◉ Should review and can submit again with additions by May 15<sup>th</sup>

# STANDARD 6 - (5%) PROFESSIONAL RESPONSIBILITIES AND COLLABORATION

## Element 1 - 10 %

- 6.1 How do you uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities?
  - Contacts parents, coaches, counselors, etc.
  - Teachers are consistent in upholding building practices
  - Teacher interactions with stakeholder model ethical behavior (Honest and Fair)

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student learning.

*Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectual ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert students. Educators demonstrate a commitment to professional standards, problem solving and decision-comply with school, district, state and federal regulations and procedures.*

**Element VI.1:** Teachers uphold professional standards of practice and policy as relate responsibilities.

**NYSED Indicators:** *Demonstrate a high standard for honesty, integrity, ethical conduct, and confidence, families, colleagues, and the public. Are proactive and advocate to meet the need stakeholder feedback to inform and adjust professional behavior. Advocate, model use of information and technology, including respect for intellectual property and sources. Complete training in response to State and local requirements and jurisd*

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- \*Seeks out stakeholder feedback
- \*PROACTIVE in advocating for students
- \*Credits sources, respects intellectual property
- \*Looks for training sessions that will positively impact students

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Demonstrates ethical, professional behavior</i>	Teacher interactions with colleagues, students, families and the public are characterized by dishonesty and/or unethical, self-serving conduct. Teacher is not self-reflective and/or unreceptive to feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are usually characterized as honest and ethical. Teacher occasionally self-reflects and/or accepts feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are consistently characterized by high standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his/her own initiative.
B.	<i>Advocates for students</i>	Teacher does not advocate to meet the needs of students resulting in some	Teacher sometimes advocates to meet the needs of students	Teacher consistently advocates to meet the students' needs.	Teacher is proactive in advocating for students' needs, and in seeking out

	Indicators	Ineffective	Developing	Effective	Highly Effective
		students or groups being ill served.	efforts.		resources when necessary.
C.	<i>Demonstrates ethical use of information and information technology</i>	Teacher does not comply with or advocate for the ethical use of information or information technology.	Teacher sometimes complies with and advocates for the ethical use of information and information technology.	Teacher consistently complies with and advocates for the ethical use of information and information technology.	Teacher consistently models ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guidelines.
D.	<i>Completes training to comply with State and local requirements and jurisdictions</i>	Teacher does not complete trainings to meet State and local requirements.	Teacher inconsistently completes trainings to meet State and local requirements.	Teacher consistently completes trainings to meet State and local requirements.	Teacher seeks out training opportunities to meet or exceed State and local requirements, and contributes positively to student achievement.

# STANDARD 6 - (5%) PROFESSIONAL RESPONSIBILITIES AND COLLABORATION

## Element 2 - 15 %

- 6.2 How do you engage and collaborates with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning?
  - Participates in district, building level and community activities

*Aligned with the  
New York State Teaching Standards*

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**Element VL.2:** Teachers engage and collaborate with colleagues and the community to develop supports high expectations for student learning.

**NYSED Indicators:** *Support and promote the shared school and district vision and mission to support actively as a part of an instructional team. Share information and best practices with colleagues. Demonstrate an understanding of the school as an organization within a historical and cultural context. Collaborate with others both within and outside the school to support student growth. Collaborate with the larger community to access and share learning resources*

- \*Aware and Actively promotes mission/vision
- \*Proactively collaborates with teammates
- \*Consistently shares practices with others

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Supports the school as an organization with a vision and mission</i>	Teacher fails to understand or acknowledge the school's historical, cultural, political or social context. Teacher does not support the school and district vision and mission and/or engages in practices that are explicitly contrary to the vision and mission.	Teacher has a general understanding of the school as an organization with an historical, cultural, political and social context, and has a general awareness of the school and district mission and vision, but is inconsistent in supporting or promoting the vision and mission.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy practices, and the school and district mission and vision. The teacher supports the vision and mission for the purpose of school improvement.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy, practices and the school and district mission and vision. The teacher is aware of and actively promotes the school and district mission and vision, and strives to help others understand them.
B.	<i>Participates on an instructional team.</i>	Teacher makes no effort to collaborate with teammates or to share information and/or best practices with colleagues to support high expectations for student learning.	Teacher inconsistently collaborates with teammates to fulfill duties. Teacher shares limited information and/or best practices with colleagues to support high expectations for student learning.	Teacher collaborates with teammates to support high expectations for student learning. Teacher regularly shares information and/or best practices with colleagues	Teacher proactively collaborates with teammates to support high expectations for student learning. Teacher consistently shares information and/or best

	Indicators	Ineffective	Developing	Effective	Highly Effective
				to improve practice and to support high expectations for student learning.	practices with colleagues.
C.	<i>Collaborates with the larger community</i>	Teacher does not to collaborate with the larger community to access and/or share learning resources.	Teacher occasionally collaborates with the larger community to access and share learning resources when invited or required to do so.	Teacher frequently collaborates with the larger community to access and share learning resources.	Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources.

# STANDARD 6 - (5%) PROFESSIONAL RESPONSIBILITIES AND COLLABORATION

## Element 3 - 20 %

- 6.3 How do you communicate with families, guardians, and caregivers to enhance student development and success?
  - Uses phone/contact log, parental portal, newsletters, web page, conference, copies of documents etc.
  - Creates and provides written information/handouts/resources

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***Aligned with the***  
***New York State Teaching Standards***

**Element VL4:** Teachers manage and perform non-instructional duties in accordance with applicable expectations.

**NYSED Indicators:** *Collect required data and maintain timely and accurate records (e.g. plan, student records, etc.). Manage their time and attendance in accordance with district guidelines and school resources and materials. Participate in school and district events.*

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- \*System for data collection/students contribute to oper/maint
- \*Exemplary teacher attendance
- \*Always maintains room/student contribute to maintenance
- \*Actively volunteers/leads school/dist

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Maintains records	Teacher does not collect required data and/or records are in disarray, incomplete, or error-filled.	Teacher collects required data, monitoring is required to maintain accuracy.	Teacher <b>collects required data that is timely and accurately maintained.</b>	Teacher's <b>system</b> for collecting and maintaining required data <b>is highly effective and accurate with students contributing to its operation and maintenance as appropriate.</b>
B.	Manages time and attendance	Teacher does not manage time and/or attendance in adherence with district guidelines, negatively impacting student learning.	Teacher usually manages time and/or attendance in adherence with district guidelines. Student learning is not negatively impacted.	Teacher <b>always manages time and attendance in adherence with district guidelines. Teacher attendance is regular and professional, ensuring uninterrupted student learning.</b>	Teacher always manages time and attendance in adherence with district guidelines. Teacher <b>attendance is exemplary</b> , ensuring that student learning is always a priority.
C.	Maintains classroom and school resources and materials	Teacher does not maintain classroom and/or school resources and materials.	Teacher usually maintains classroom and/or school resources and materials.	Teacher <b>regularly maintains classroom and school resources.</b>	Teacher <b>always maintains</b> classroom and school resources and materials. <b>Students contribute to their maintenance as appropriate.</b>
D.	Participates in school and district events	Teacher does not participate in school and district events.	Teacher occasionally participates in school and district events or does so only when specifically asked or required.	Teacher <b>regularly participates in school and district events.</b>	Teacher <b>actively volunteers to participate in school and district events, and sometimes assumes a leadership role.</b>

# STANDARD 6 - (5%) PROFESSIONAL RESPONSIBILITIES AND COLLABORATION

## Element 4 - 30 %

- 6.4 How do you manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations?
  - Complies with District policies and procedures in non-instructional areas (duties, discipline, attendance, etc.)
  - Timely submission for required paperwork (grades, report cards, and progress reports, etc.)
  - Reports to school, class and duties on time

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**Element VI.5:** Teachers understand and comply with relevant laws and policies and their responsibilities.

**NYSED Indicators:** *Communicate relevant regulations and policies to stakeholders. Maintain confidentiality regarding student records and information. Report instances of child abuse, safety violations, bullying and other concerns. Adhere to board policies, district procedures, and/or contractual obligations. Access resources to gain information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.*

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- \*proactive knowledgeable in communicating
- \*models the maintenance of records
- \*models appropriate reporting
- \*actively advocates compliance
- \*resource for others

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Communicates policies</i>	Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies.	Teacher communicates relevant regulations and policies to stakeholders, but may have limited understanding of such policies.	Teacher <b>knowledgably communicates relevant regulations and policies to stakeholders.</b>	Teacher is <b>proactive and knowledgeable in communicating</b> relevant regulations and policies to stakeholders.
B. <i>Maintains confidentiality</i>	Teacher does not maintain confidentiality regarding student records or information.	Teacher inconsistently maintains confidentiality regarding student records and information.	Teacher <b>maintains confidentiality regarding student records and information in a professional manner.</b>	Teacher <b>models the maintenance of</b> confidentiality regarding student records and information in a professional manner.
C. <i>Reports concerns</i>	Teacher does not report instances of child abuse, safety violations, bullying or other concerns.	Teacher reports instances of child abuse, safety violations, bullying and other concerns but may not be fully aware of regulations and policies.	Teacher <b>always reports instances of child abuse, safety violations, bullying and other concerns.</b>	Teacher always reports instances of child abuse, safety violations, bullying and other concerns, and <b>models appropriate reporting.</b>
D. <i>Adheres to policies and contractual obligations</i>	Teacher does not adhere to board policies, district procedures, and/or contractual obligations.	Teacher usually adheres to board policies, district procedures, and contractual obligations. Teacher may not be fully aware of policies and obligations.	Teacher <b>adheres to board policies, district procedures, and contractual obligations.</b>	Teacher always adheres to board policies, district procedures, and contractual obligations, and <b>actively advocates compliance.</b>

E. <i>Accesses resources</i>	Teacher does not access information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.	Teacher accesses some information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities. Teacher may be unaware of all available resources.	Teacher <b>accesses information about standards of practice, relevant law, and policy as they relate to students' rights and teachers'</b>	Teacher accesses information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities, and <b>serves as a resource to others.</b>
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# STANDARD 6 - (5%) PROFESSIONAL RESPONSIBILITIES AND COLLABORATION

## Element 5 - 25 %

- 6.5 How do you understand and comply with relevant laws and policies related to students' rights and teachers' responsibilities?
  - Confidentiality, FERPA, CPS referrals, DASA, etc.
  - CSE procedures
  - Deadlines

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**New York State Teaching Standards**

**Element VI.5:** Teachers understand and comply with relevant laws and policies and their responsibilities.

**NYSED Indicators:** *Communicate relevant regulations and policies to stakeholders. Maintain confidentiality regarding student records and information. Report instances of child abuse, safety violations, bullying and other concerns. Adhere to board policies, district procedures, and contractual obligations. Access resources to gain information about standards of practice, relevant law, and policy and their responsibilities.*

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- \*proactive knowledgeable in communicating
- \*models the maintenance of records
- \*models appropriate reporting
- \*actively advocates compliance
- \*resource for others

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Communicates policies</i>	Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies.	Teacher communicates relevant regulations and policies to stakeholders, but may have limited understanding of such policies.	Teacher <b>knowledgably communicates relevant regulations and policies to stakeholders.</b>	Teacher is <b>proactive and knowledgeable in communicating</b> relevant regulations and policies to stakeholders.
B.	<i>Maintains confidentiality</i>	Teacher does not maintain confidentiality regarding student records or information.	Teacher inconsistently maintains confidentiality regarding student records and information.	Teacher <b>maintains confidentiality regarding student records and information in a professional manner.</b>	Teacher <b>models the maintenance of</b> confidentiality regarding student records and information in a professional manner.
C.	<i>Reports concerns</i>	Teacher does not report instances of child abuse, safety violations, bullying or other concerns.	Teacher reports instances of child abuse, safety violations, bullying and other concerns but may not be fully aware of regulations and policies.	Teacher <b>always reports instances of child abuse, safety violations, bullying and other concerns.</b>	Teacher always reports instances of child abuse, safety violations, bullying and other concerns, and <b>models appropriate reporting.</b>
D.	<i>Adheres to policies and contractual obligations</i>	Teacher does not adhere to board policies, district procedures, and/or contractual obligations.	Teacher usually adheres to board policies, district procedures, and contractual obligations. Teacher may not be fully aware of policies and obligations.	Teacher <b>adheres to board policies, district procedures, and contractual obligations.</b>	Teacher always adheres to board policies, district procedures, and contractual obligations, and <b>actively advocates compliance.</b>

# STANDARD 7 - (5%)

## PROFESSIONAL GROWTH

### Element 1 - 30 %

- 7.1 Reflects on practice to improve instructional effectiveness and guide professional growth. (30%)
  - Examines/analyzes student learning data for professional development (example: Lit. Collab.)
  - Adjust practice to reflect suggestions made by observers
  - Reflects on biases

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**New York State Teaching Standards**

**Standard VII: Professional Growth**

Teachers set informed goals and strive for continuous professional growth.

*In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.*

**Element VII.1:** Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

**NYSED Indicators:** *Examine and analyze formal and informal evidence of student learning. Recognize the effect of their prior experience and possible biases on practice. Use acquired information to identify strengths and weaknesses and to plan professional growth.*

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- \*Reviews impact prof learning on student achievement
- \*identifies necessary steps to address bias
- \*seeks prof growth to address weakness

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Reflects on evidence of student learning</i>	Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth.	Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students.	Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.	Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students.  The teacher reviews the impact of professional learning on student achievement.
B.	<i>Reflects on biases</i>	Teacher does not recognize or acknowledge how prior experiences may bias their professional practice.	Teacher reflects on prior experiences, however may not recognize how those experiences may bias professional practice.	Teacher reflects on prior experiences, and acknowledges how those experiences may bias professional practice.	Teacher reflects on prior experiences and acknowledges how those experiences may bias professional practice, and identifies necessary steps to address any biases.
C.	<i>Plans professional growth</i>	Teacher rarely uses reflection or other information to identify strengths and weaknesses to plan professional growth.	Teacher occasionally uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.	Teacher uses reflection and other information to identify strengths and weaknesses to plan professional growth.	Teacher regularly uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.

# STANDARD 7 - (5%)

## PROFESSIONAL GROWTH

### Element 2 - 25 %

- 7.2 Sets goals for and engages in ongoing professional development needed to continuously improve teaching competencies. (25%)
  - Uses PD to build personal capacity
  - Uses appropriate goals to address weaknesses and improve teaching

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**Element VII.2:** Teachers set goals for and engage in ongoing professional development competencies.

**NYSED Indicators:** *Set goals to enhance personal strengths and address personal weaknesses for professional growth and development.*

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\*Goals formulated with specific student learning needs  
 \*provides professional development/support for others

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Sets goals</i>	Teacher does not set goals to enhance personal strengths or address personal weaknesses in teaching practice.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice, however goals are poorly formulated and do not improve teaching and learning.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice. Goals are well formulated and improve teaching and learning.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice. Personal goals are well formulated and improve teaching and learning. Goals are well formulated with specific student learning needs.
B.	<i>Engages in professional growth</i>	Teacher does not engage in opportunities for professional growth and development.	Teacher occasionally engages in opportunities for professional growth and development.	Teacher regularly engages in opportunities for professional growth and development.	Teacher regularly seeks out and engages in opportunities for professional growth and development. Teacher provides professional development and/or support for others.

# STANDARD 7 - (5%)

## PROFESSIONAL GROWTH

### Element 3 - 30 %

- 7.3 How do you communicate and collaborate with students, colleagues, other professionals and the community to improve practice?
  - Seeks feedback from stakeholders (Surveys)
  - Collaborates with peers to improve practice (Data Teams)
  - Feedback to others is offered in professional, supportive manner

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***Aligned with the***  
***New York State Teaching Standards***

**Element VII.3:** Teachers communicate and collaborate with students, colleagues and parents to improve practice.

**NYSED Indicators:** *Demonstrate a willingness to give and receive constructive feedback to and from others as part of an instructional team to improve professional practice. Receive and respond to feedback from others in an effort to improve their own professional practice.*

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- \*Encourages/engages peer assessment to improve practice
- \*Assumes leadership roles and works to improve practice on team

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Gives and receives constructive feedback</i>	Teacher does not give or receive constructive feedback to improve professional practice.	Teacher inconsistently gives or receives constructive feedback to improve professional practice.	Teacher regularly gives, receives and <b>acts upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner.</b>	Teacher regularly gives, receives, and reflects upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner. Teacher <b>encourages and engages in peer assessment to improve professional practice.</b>
B.	<i>Collaborates</i>	Teacher does not collaborate with peers, or interactions are negative.	Teacher inconsistently collaborates with peers to improve professional practice.	Teacher <b>regularly collaborates with peers to improve professional practice.</b>	Teacher actively and consistently collaborates with peers to improve professional practice. <b>Teacher assumes leadership roles and works to improve practice on the team.</b>

# STANDARD 7 - (5%)

## PROFESSIONAL GROWTH

### Element 4 - 15 %

- 7.4 How do you remain current in their knowledge of content and pedagogy by utilizing professional resources?
  - In-service work/Graduate Work
  - Offers information from professional journals or organizations to inform work

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***Aligned with the***  
***New York State Teaching Standards***

**Element VII.4:** Teachers remain current in their knowledge of content and pedagogy

**NYSED Indicators:** *Benefit from, contribute to, or become members of appropriate professional organizations, attend conferences, read professional literature and other professional development opportunities to increase understanding of current research and practice. Expand their knowledge of current research as it applies to curriculum and instruction.*

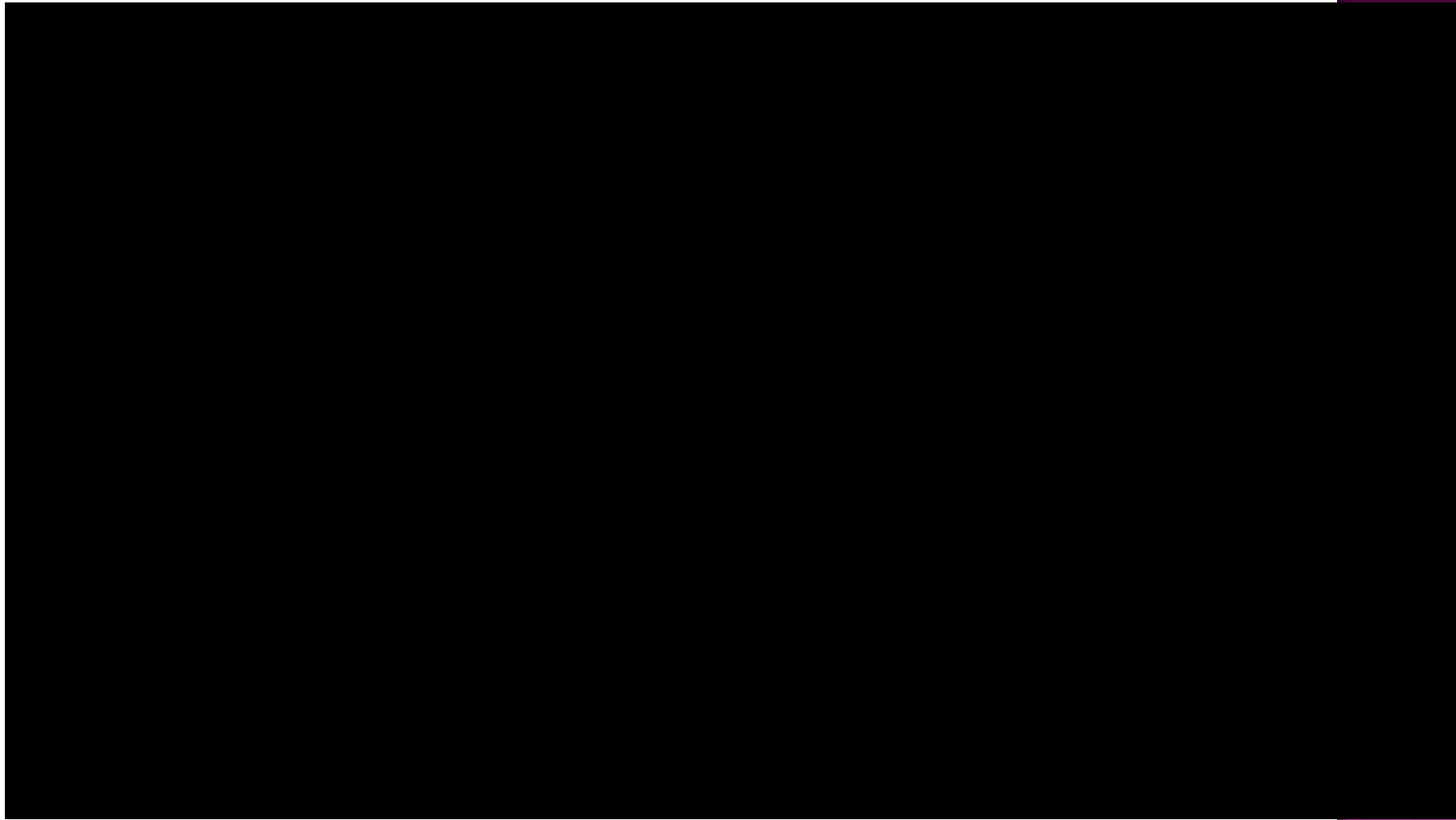
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\*Leadership role in promoting relevant resources  
 \*Engages in research based on new learning

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Accesses professional memberships and resources</i>	Teacher does not belong to any relevant professional organizations. Teacher does not access and/or use professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations. Teacher occasionally accesses and/or uses professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning. Teacher plays leadership role with peers in promoting relevant resources.
B.	<i>Expands knowledge base</i>	Teacher does not expand knowledge of current research in curriculum, instruction, and assessment methods.	Teacher acquires a minimal knowledge of current research in curriculum, instruction, and assessment methods, but does not apply the knowledge to improve practice	Teacher regularly expands knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice.	Teacher regularly expands knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice. Teacher engages in research based upon new learning.

- ◉ Taking Leadership roles
- ◉ Engaging new research in practice
- ◉ Seeks peer assessment
- ◉ Provides prof development
- ◉ Formulates goals with student learning
- ◉ Seeks prof dev for weaknesses
- ◉ Addresses biases
- ◉ Volunteering/leading school events
- ◉ Impeccable records
- ◉ Proactive advocate for students
- ◉ Proactive collaboration
- ◉ Promote school's mission
- ◉ Share practices with others



Why education in finland works





# SCORING

- ◉ (20) STATE SCORES: They assign the score without much explanation  
OR SLO: You have Control the Target and how you set up the SLO
- ◉ (20) LOCAL: Final: You are contributing to its writing
- ◉ (60) MULTIPLE MEASURES



- ◎ STATE SENDS A SCORE *-OR-*
  
- ◎ SLO is Based on those meeting target
  - 48% meeting target is in the effective range
  
- ◎ FINAL is Based on % of all students who pass
  - 48% passing is in the effective range



# WHAT IS “SATISFACTORY”

- ◉ Effective and Highly Effective
- ◉ NO APPEAL of these
- ◉ Either one and “You’re Good” - Move ON

# SCORING RUBRIC

Danielson's Framework for Teaching (2011 Revised Edition) Conversion Flow Chart							
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
		Determine Relative Value of Each Domain (hypo--to be negotiated)	Determine Relative Value of Each SubDomain as part of the Domain (hypo--to be negotiated)	Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I) HYPO	Weigh Subdomain Scores	Total Domain Score	Weigh Total Domain Score and Compute Score
<b>Standard 1: Knowledge of Students and Student Learning</b>		10%					
	1.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.		25%	3.00	0.75		
	1.2: Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.		5%	3	0.15		
	1.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of		20%	3	0.60		
	1.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.		15%	3	0.45		
	1.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.		20%	3	0.60		
	1.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning		15%	4	0.60		
		Total	100%			3.15	0.315



<b>Standard II: Knowledge of Content and Instructional Planning</b>		19%					
II.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry,			15%	3	0.45		
II.2: 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.structures and current developments within their discipline(s).			10%	3	0.3		
II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.			10%	3	0.3		
II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple			20%	3	0.6		
II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.			25%	3	0.75		
II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals			20%	3	0.6		
	Total		100%			3	0.57

<b>Standard III: Instructional Practice</b>		30%					
III.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			10%		3	0.3	
III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.			20%		4	0.8	
III.3: Teachers set high expectations and create challenging learning experiences for students.			15%		3	0.45	
III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement			25%		3	0.75	
III.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology			10%		3	0.3	
III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.			20%		3	0.6	
		<b>Total</b>	<b>100%</b>				<b>3.2</b> <b>0.96</b>

Standard IV: Learning Environment		21%					
	IV:1 Teachers create a mutually respectful, safe and supportive learning environment that is inclusive of every student		20%	2	0.4		
	IV:2 Teachers create an intellectually challenging and stimulating learning environment		30%	3	0.9		
	IV:3 Teachers manage the learning environment for the effective operation of the classroom		30%	3	0.9		
	IV: Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment		20%	3	0.6		
	Total		100%			2.8	0.588

<b>Standard V: Assessment for Student Learning</b>								
		10%						
V:1 Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth			25%		3	0.75		
V:2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction			15%		3	0.45		
V:3 Teachers communicate information about various components of the assessment system			10%		4	0.4		
V:4 Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan accordingly			20%		4	0.8		
V:5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated			30%		3	0.9		
		Total	100%				3.3	0.33

Standard VI: Professional Responsibilities and Collaboration		5%					
	VI:1 Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning		10%	3	0.3		
	VI:2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning		15%	3	0.45		
	VI:3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success		20%	3	0.6		
	VI:4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations		30%	3	0.9		
	VI:5 Teachers understand and comply with relevant laws and policies as related to students' rights' and teachers' responsibilities		25%	3	0.75		
	Total		100%			3	0.15

<b>Standard VII: Professional Growth</b>		5%					
	VII:1 Teachers reflect on their practice to improve instructional effectiveness and guide to professional growth		30%	3	0.9		
	VII:2 Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies		25%	3	0.75		
	VII:3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice		30%	3	0.9		
	VII:4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources		15%	3	0.45		
		Total	100%			3	0.15
<b>Domain: Other</b>							0
	Total	100%			<b>Evaluation Score</b>		<b>3.063</b>



H=59-60	Average Rubric Score	Conversion Score
E=57-58	1	0
D=50-56	1.1	12
I=0-49	1.2	25
	1.3	37
	1.4	49
	1.5	50

1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
2.5	57

2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)



# PRIVACY LAW

- ◉ **WHAT THE LAW MEANS FOR YOU**
- ◉ It prohibits:
  - ◉ • The disclosure and release of annual performance reviews of teachers or principals. This prevents the general public from accessing the evaluations under FOIL.
  - ◉ • Parents and legal guardians have limited access to the final rating and evaluation score received by their child's current teacher for the prior school year.



# PRIVACY LAW

- It requires:
  - • School districts and BOCES to ensure that any request for a teacher's final effectiveness rating and score is a bonafide request that comes from a parent or legal guardian whose child is a student of the teacher or, in the case of a principal, a student in the school building.
  - • The evaluation data released to a parent or legal guardian, upon request, be only the final rating received for the prior school year.



# PRIVACY LAW

- If, upon parent's request, data is released, school districts and BOCES must explain the scoring ranges in the context of student performance.
- SED must make available on its website detailed evaluation data by district and school building that would be used for research, analysis and comparison. This data must not include any "personally identifying information."



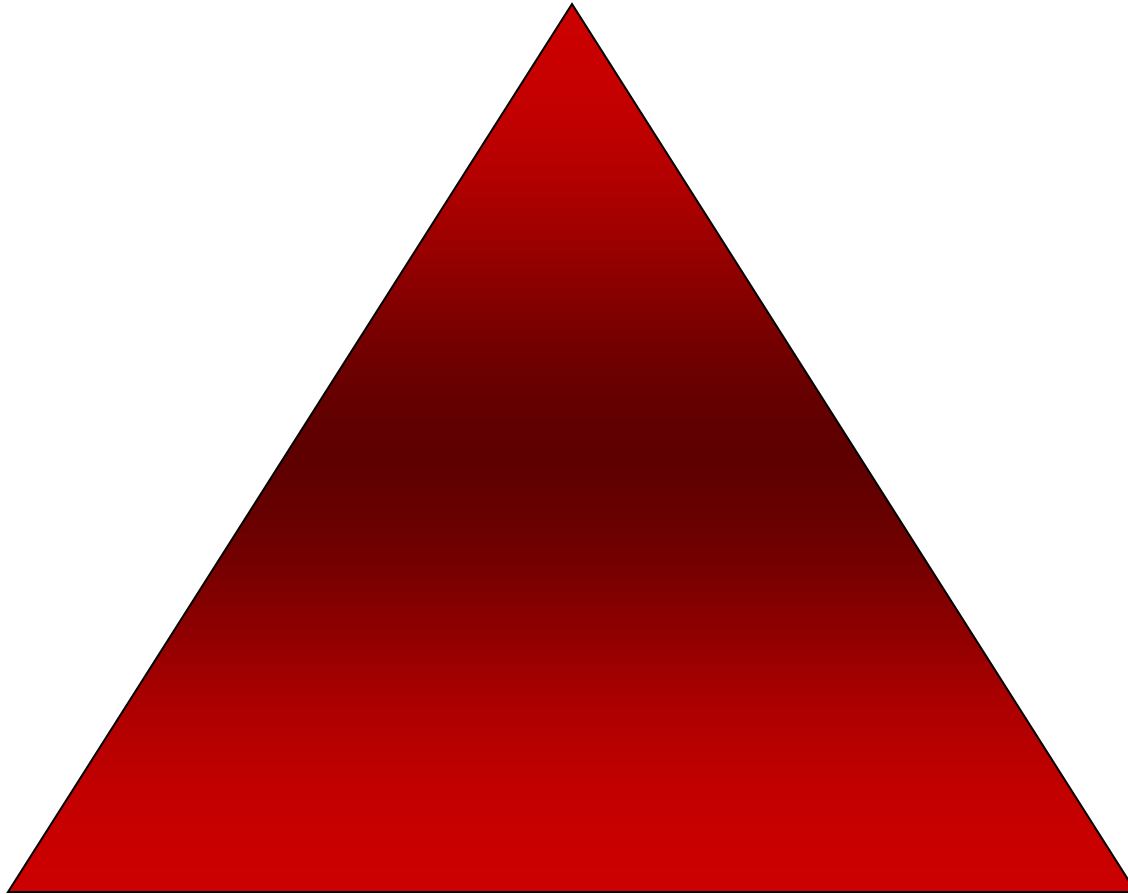
# BEING HIGHLY EFFECTIVE EVERYDAY

- ◉ Remember they send the best that they got...
- ◉ Treat them the way you would want your child treated...yes, especially the difficult ones!
- ◉ Come to school prepared to give the very best you have....everyday
- ◉ Remember we are constantly given the opportunity to improve our craft...embrace learning how to be a better educator



# The Wild Triangle

Student

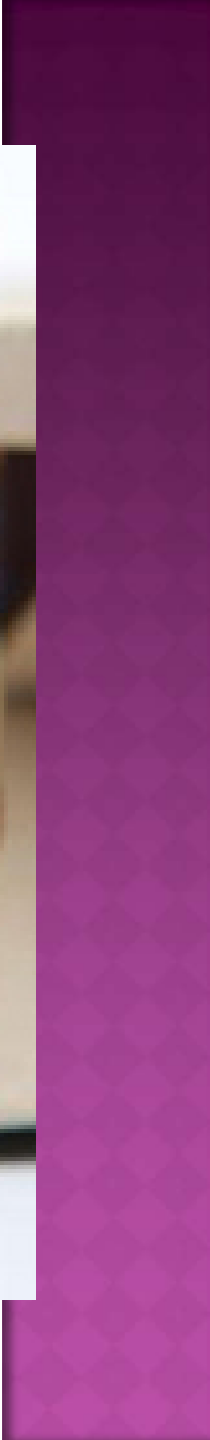
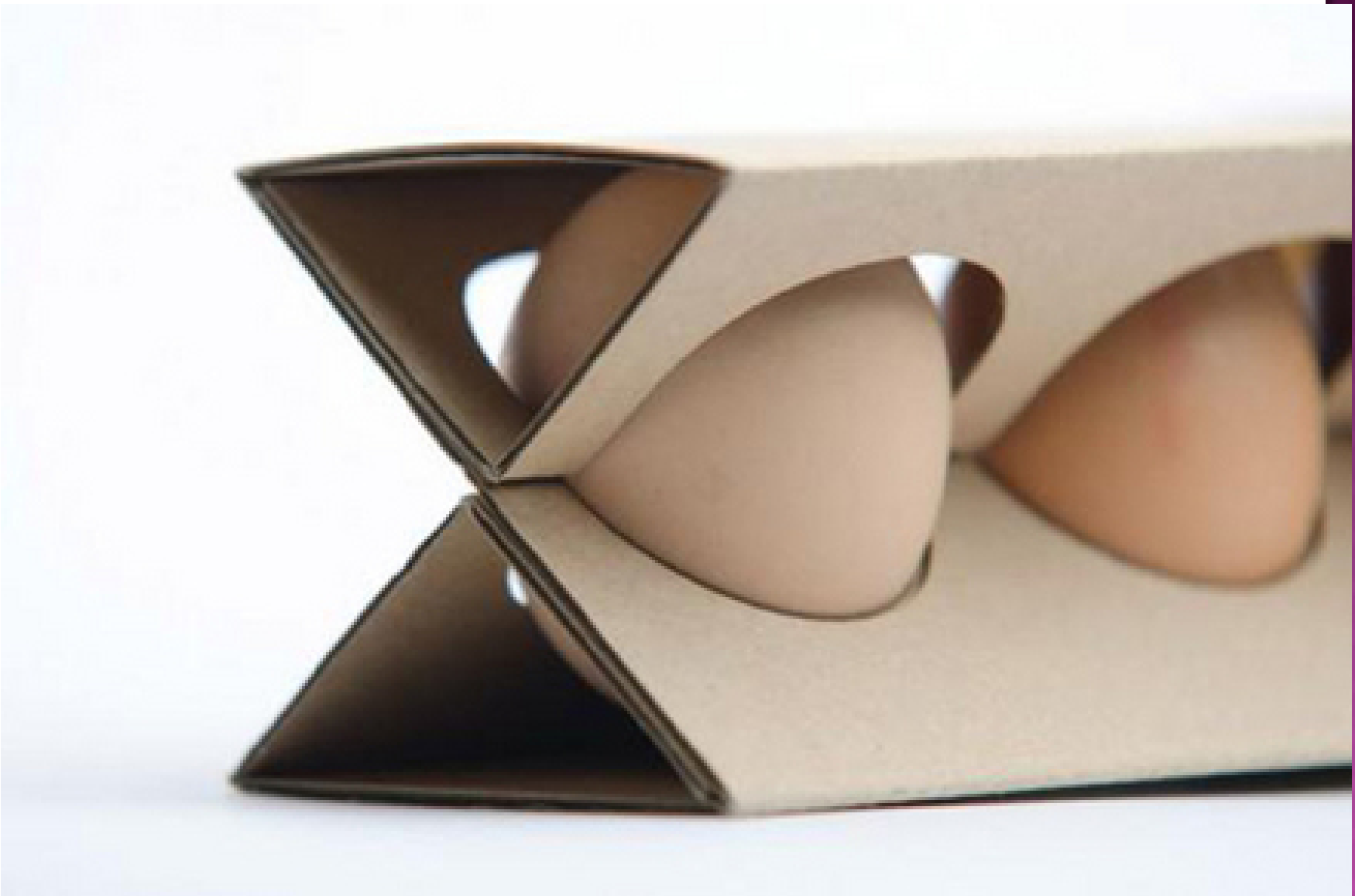


Teacher

*Courage to Teach, Parker Palmer*

Subject

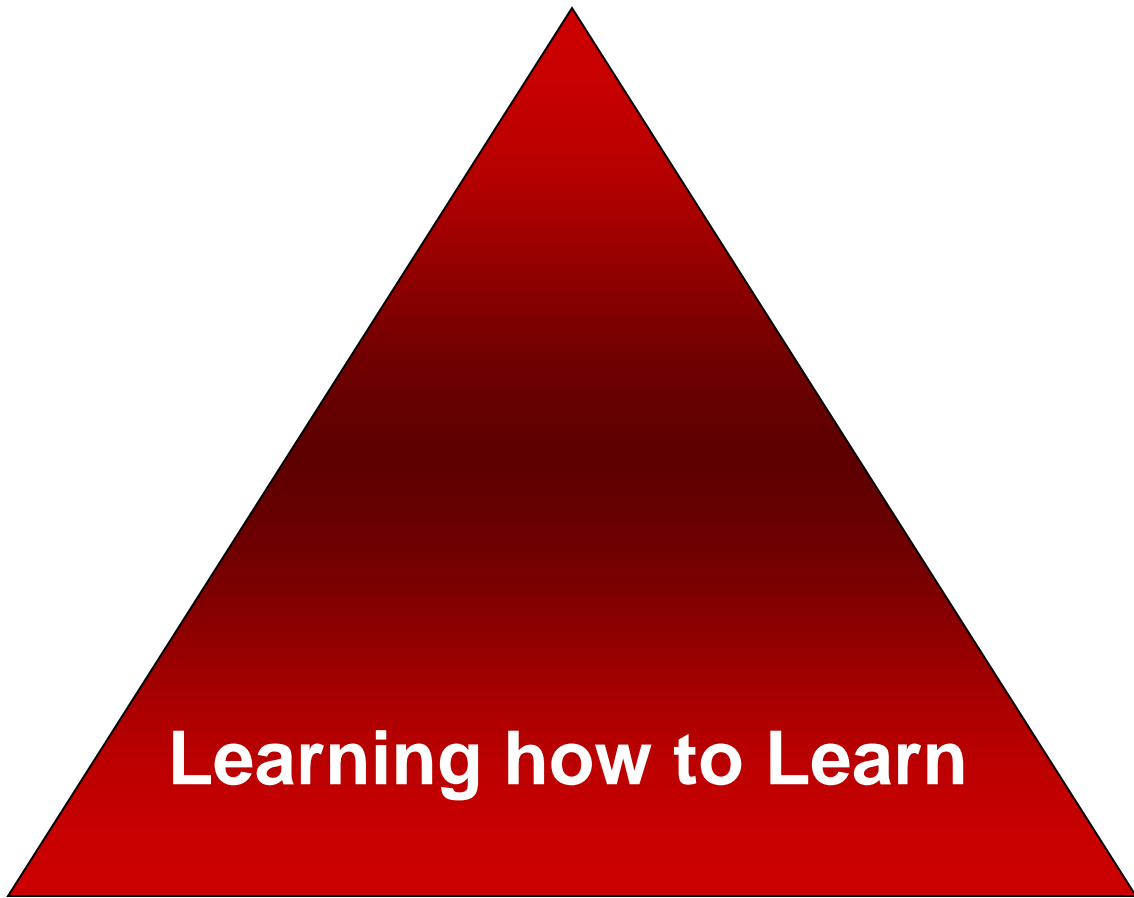






# The Wild Triangle

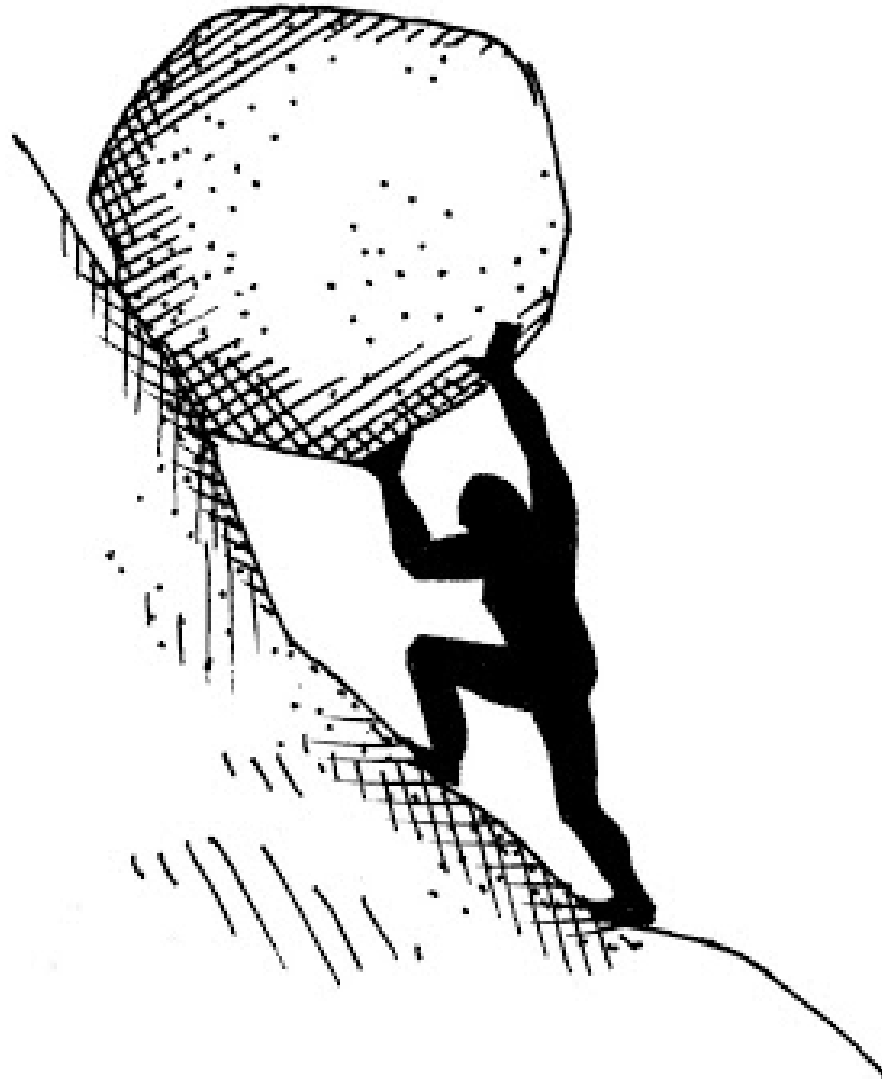
**Student**

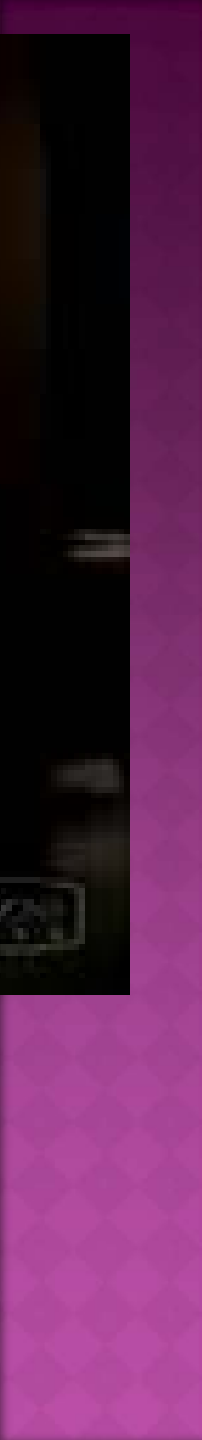


**Teacher**

*Courage to Teach, Parker Palmer*

**Subject**







When you go out into  
the world, watch out for  
traffic, hold hands, and  
stick together.

Robert Fulgham



# STAGES OF GRIEF

## ACCEPTANCE

**The last stage of grief is Acceptance which allows you to move on to new possibilities**





# TAKING CHARGE OF APPR

- ◉ *“If the solutions that others are attempting to impose on us don't work for the students we serve, then we must take the responsibility to define solutions that do work for every student”*

*Dennis Van Roekel , President NEA*

<http://www.nea.org/home/52554.htm>

I TEACH



What's your  
superpower?





### NYSUT is clear:

- Stop the obsession with standardized testing!
- Invest in student learning, not testing!
- Devote time and resources to getting evaluations and common core right!

At every opportunity, NYSUT reiterates this message to education policymakers. Now you can add your individual voice about students, school, district or campus.

**Calling NYSUT members:** Use this NYSUT-developed email form to speak up and speak out to the State Education Commissioner and Board of Regents. Tell them:

1. How current teaching and learning conditions and obsession with testing impacts your students' success.
2. What needs to be done to get student assessment and teacher evaluation right.

Share your solutions from the front lines of education!

**NOTE: This letter contains sample language. Please delete the text in brackets and use your own words 1) to describe the impact on students and 2) to recommend solutions. Thank you!**

In order to address your message to the appropriate recipient, we need to identify where you are.

Please enter your zip/postal code:

Thank you for sharing your stories and recommending solutions.

[NYSUT: A Union of Professionals](#). NYSUT represents some 600,000 teachers, school-related professionals, academic and professional faculty in higher education, professionals in education and health care and retirees. NYSUT is affiliated with the American Federation of Teachers, National Education



# LINKS TO VIDEOS

- ◉ [10 signs your school is too focused on the test](#)
- ◉ [34th in the Nation](#)
- ◉ [Shift Happens 2011](#)
- ◉ [21st Century Learners](#)
- ◉ [Inquiry based learning](#)
- ◉ [3 steps to 21st century learning](#)
- ◉ [Blended Learning \(not shown\) - Flip classroom](#)
- ◉ [How will the world be in 2020](#)
- ◉ [Why education in Finland works](#)

# LINKS

- ◉ [Dylan Williams](#)