



Teacher Evaluation & Development

Summative Evaluations

TED is an integrated system for advancing teacher growth and student learning developed by labor/management Innovation Initiative teams

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Introduction

The annual teacher evaluation and development process

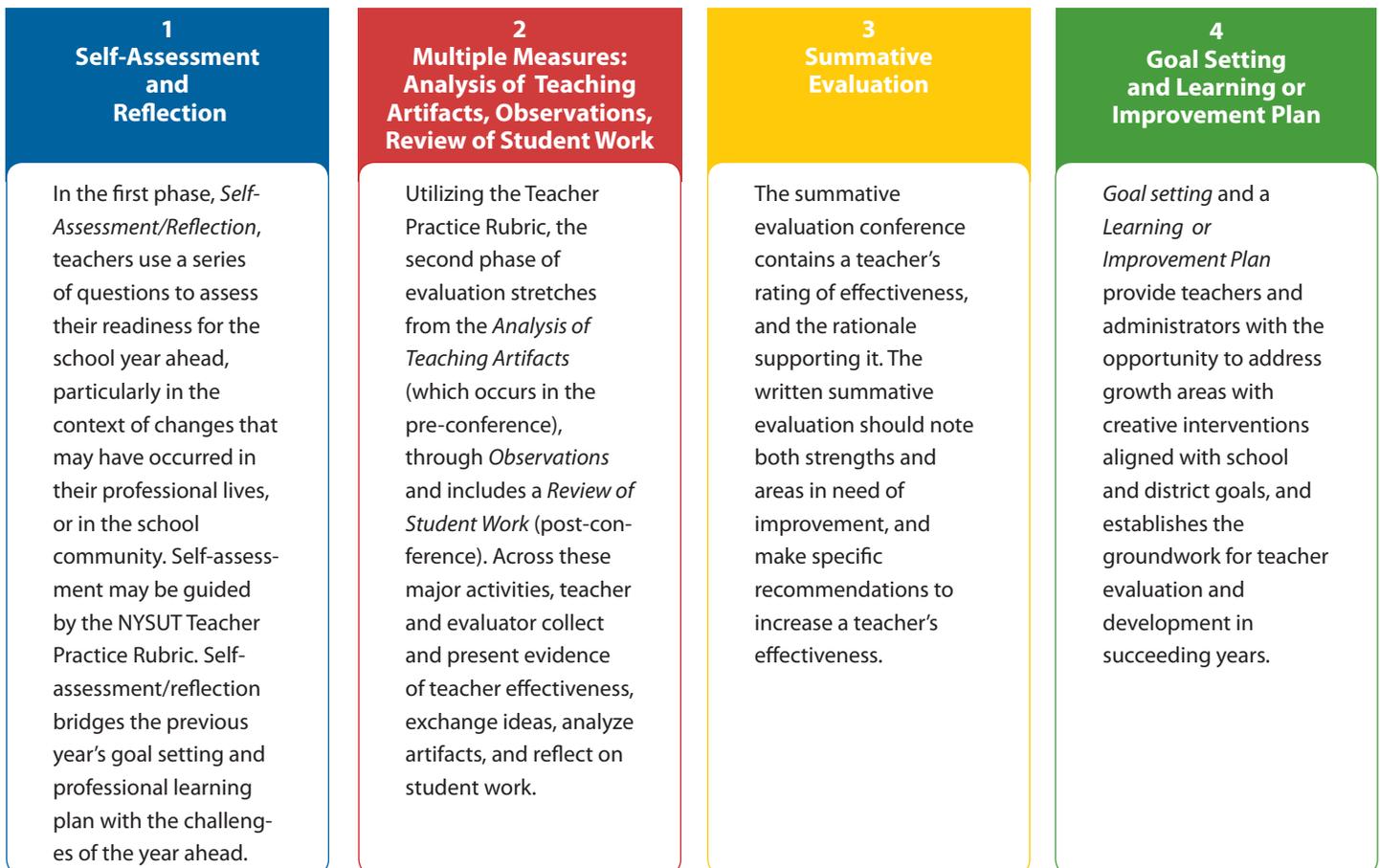
The Teacher Evaluation and Development (TED) system is a comprehensive collection of strategies to ensure that New York’s students are taught by highly effective teachers. The system, built through a labor and management partnership, supports teachers through standards-based evaluation processes and professional learning opportunities.

This workbook is the second in a series describing TED’s four-step evaluation process. Our first workbook provided an overview of the process, and focused on the first two steps (see below). Here, we describe steps 3 and 4, which involve teachers and evaluators in conducting the Summative Evaluation and crafting a Learning/Improvement Plan.

The Summative Evaluation ties together evidence of teacher professional practice with evidence of student growth in the composite score which determines the teacher effectiveness rating.

The purpose of a learning plan is to develop individual educators by enhancing knowledge and skills and thus student learning. The teacher and his/her evaluator may consider team-based professional learning opportunities as well as individual learning.

Teachers and evaluators should explore a variety of professional learning opportunities that will impact a teacher’s classroom practices and student learning and that are aligned with school/district improvement goals and supported by the district Professional Development Plan (PDP).



Scoring

- Identify and discuss subcomponent scores
- Calculate composite scores
- Identify the teacher's corresponding effectiveness rating

Feedback

- Analyze relationship with subcomponent data
- Identify teacher's areas of growth and strength

Goal setting

- Structure a goal or goals that leverage teacher's area of strength and
- Structure a goal or goals that address teacher's area of growth

Learning or teacher improvement plan

- Identify a learning/improvement plan that aligns to the teacher's areas of growth/strength
- Identify strategies and supports
- Establish timelines
- Determine evidence of progress
- Establish groundwork for teacher evaluation process in succeeding year

This workbook focuses on steps 3 (summative evaluation) and 4 (goal setting and learning or improvement plan) of the teacher evaluation and development process. We describe each step in detail.

Scoring

The summative evaluation encompasses “scoring” and “feedback.” During scoring, numerical values are added together by the teacher's lead evaluator to produce a summative score. Scores comprise three measures: (1) student growth determined by state assessments or student learning objectives (SLOs), (2) locally selected measures of student achievement/growth and (3) measures of teacher effectiveness. The summative score value is located on the state's scale and the corresponding teacher effectiveness rating (HEDI) is noted. The evaluator provides a document that reports scores, calculations and ratings. Consistent with the school district's Annual Professional Performance Review plan, the evaluator shares the scoring with the teacher.

Feedback

The feedback portion of the summative evaluation allows the evaluator and teacher to consider the meaning of the scores and rating. During feedback, the evaluator and teacher may — through conversation, discussion and debate — address each score, its origin, tabulation and capacity to suggest the teacher's areas of strength and needed support. Scores are explained in conjunction with each other, not in isolation. The teacher and evaluator may address the quantitative and qualitative information to clarify understanding and to explain the rationale for identifying areas of strength and support. The workbook provides questions to guide the con-

versation; the conversation may be focused on one or several questions to support the participants' efforts.

Goal setting

“How can an individual teacher's growth be supported?” is the key question answered by the mechanisms of goal setting and learning plan development. Based on a close analysis of growth, SLO and local scores, and evidence of the teaching standards, the evaluator and teacher set goals and identify support through the professional learning or improvement plan.

Learning or teacher improvement plan

Context-rich discussions can reveal factors that contribute to score outcomes and may suggest responses interventions and alterations not only by the teacher, but also by the school community, department, curriculum or school improvement leadership. With such insights, the goals and professional development identified during feedback may reflect additional nuance.

Feedback in the TED system

Feedback refers to conversations, discussions, analysis, conferences and other forms of communication. It is central to TED's 4-phase evaluation process.

Feedback is a focused and positive exchange of communication. Because the TED system engages both teachers and evaluators (among others) in the goal of developing and supporting highly effective teachers, feedback is one of the primary mechanisms that provides evidence of the system at work.

Feedback works best when all participate equally, emphasizing mutual respect and collaboration.

Unlike traditional concepts of feedback as responsive or critical, in the TED system. Effective feedback offers observations, invites new perspectives, and is ongoing and targeted. Feedback attends to context, conditions and culture. Feedback is a process that encourages participants to listen closely, speak with clarity and make meaning of content in complex ways. By insisting on the responsibility of all participants to share the tasks of listening, speaking and meaning-making, the responsibility for adjusting behaviors, monitoring accountability, presenting data and arguments, and identifying problem-solving strategies will be shared, as well. Feedback should remain focused on particular topics, and should answer questions, clarify information, solve problems, explore new topics and unpack emergent ideas.

Different types of information play different roles in scoring and feedback

Quantitative information (expressed numerically) is based on multiple measures over time, such as evidence obtained from multiple observations, student learning objectives, state growth scores and other local measures of growth.

Qualitative information (expressed narratively) forms the basis for discussions of strengths and areas of growth in practice. Deep reflection, probing questions and a strategic analysis of how specific practices leverage student learning guide educator practice for extension or improvement.

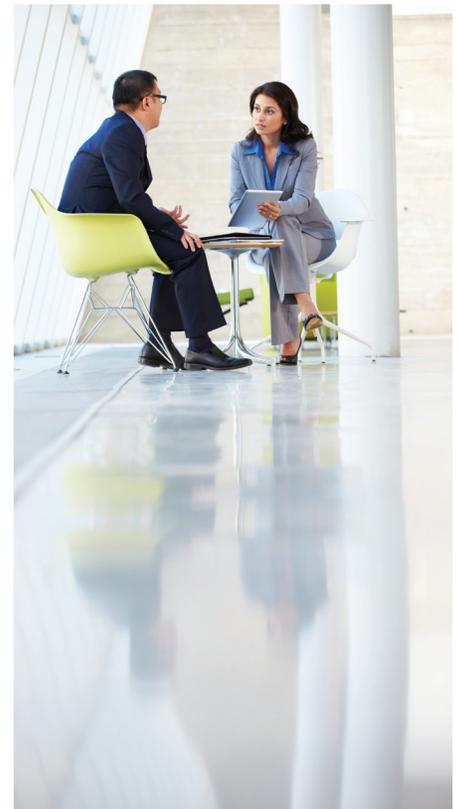
Both types of data should be used to inform professional development to improve an aspect of instruction.

- Feedback may also take the form of other learning data, the teacher's own observations of student engagement, observations from a peer or a coach, a video-taped record of the practice or discussion in a learning community. Considering the various forms of instructional feedback available, teacher analysis and reflection should be a shared and collaborative effort.

- Student survey feedback can provide meaningful formative feedback about how practice impacts student learning. Survey questions aligned with NYS Teaching Standards address practices and outcomes that are not captured by standardized achievement tests but that might be important intermediate outcomes that will ultimately improve student learning (e.g., teachers' effectiveness at promoting student interest in the subject, the frequency and quality of feedback teachers provide to students). Combining student feedback with other forms of data can provide information on specific practices that form the basis of targeted professional development,

- Formative and highly focused feedback has the potential to shape teaching. Feedback should be provided throughout the evaluation process. More frequent and potentially more evidence-based feedback also can come from peers and/or students in a learning community. It might also come from a trained coach or mentor or in the course of a collaborative examination and reflection on student work.

- Research demonstrates that the presence of positive teaching and learning conditions is essential for student success and teacher effectiveness and retention. By documenting and analyzing how teachers and other educators view the teaching and learning conditions of their schools and districts, educators can make evidence-based decisions on steps to take that will establish those conditions and improve student learning and success. Differentiated support to schools based upon school-level survey results and/or recommending areas of focus for all schools can create environments that allow for high levels of learning and social growth for teachers and students.



For example: This scenario shows how feedback helps to shape tar- geted professional learning

At his summative evaluation conference at Irvin Middle School, it was clear to John Tallchief that the developing rating he received on the local assessment score was significantly impacting his overall performance. John had helped with the district development of the locally selected measure (20%) for social studies and was part of the negotiations for the state established scoring bands. With his principal, Abel Ferrara, John examined the test results closely, and he recognized that the questions on which students had not performed well had to do with map and geographic literacy. I can't even use the GPS in my car, thought John to himself. Admittedly, John was weak in this content area. He recalled he had been observed during lessons on the American Revolution, and his weakness had not been apparent to his evaluator. But now, it was clear, student performance had suffered as a consequence.

Abel and John reviewed the Teaching Standards, especially Standard 2, which deals with content, disciplinary structures and concepts. They agreed that John had good control over the "historical" side of social studies, but that geography had never been his strong suit. They examined the five NYS Social Studies Standards for intermediate level Gr. 5-8, and paid particular attention to the key role Standard 3, Geography, played in creating a "big picture" of social studies. John also shared that feedback based on a survey of his students indicated that he did not consistently address student misconceptions.

"My kids have got to do better next year," said John. "Let me work on developing a goal that's realistic." Abel agreed. After a week, John met briefly with Abel to discuss his goal. "I'm going to work to ensure that 75 percent of my students will achieve mastery on the district social studies test for our local assessment in the next year.

"Have you got a strategy for making that happen?" asked Abel.

Two other teachers taught 7th grade social studies at Irving. John thought he might observe Becky Freeman once a week, and talk with her about her interest in building map literacy in her students. Abel called this a "classroom walk-through."

Abel suggested that John join the district's ongoing [lesson study group](#) for any faculty member (grades 5-8) who was interested in geographic literacy. Survey data from teachers at Irvin Middle School shows high involvement in professional learning communities. The group emphasized planning and revising actual lessons, as well as exploring activities (such as orienteering and map reading) that engaged students.

"It's kind of a hand-in-glove situation," said Abel. "If you do your walk-throughs regularly, you'll be primed to contribute your thinking to the lesson study group. I'd like you to keep a record of your thinking, and at mid-year, I'll check in to see how you're doing. The study group members all contribute to their blog, 'Magna Cartaphilia' at least twice a semester. I'll look forward to reading your posts!"

Of course, that John already was an active blogger was well known around the school. Pretty cool, he thought. *Abel is working with my strengths!*

"You know, John, only a close analysis of the assessment data has helped us zero in on where you need to focus. I was really impressed by your skills in doing the item analysis. Would you be willing to help other teachers sort through similar data?"

John smiled. "Sure! I learned it in grad school. I enjoy the analytical work."

"Great," Abel responded. "By this time next year we can look at your data again. When we do, we'll see if our strategy worked — assuming we don't need to adjust it in January! But even if we do, we'll stay focused on the goal."

"Sounds like a plan," John said. "If my students do well, I'll know I'm doing better."

Each NYS district has the latitude to develop local approaches to goal setting and selecting appropriate learning designs. This scenario should be considered illustrative, not prescriptive.

Agenda and meeting notes for summative evaluation

Activity purpose:

To engage the evaluator and teacher in the computation and rationale for scores and ratings and to determine areas of strength and areas in which the teacher might do better. In light of the teacher's effectiveness rating and the analysis of growth scores, student learning objectives, local and professional practice scores, and other data such as surveys of students and teaching and learning conditions, this phase of the discussion engages the teacher and evaluator in constructive feedback.

Activity description:

Prior to the meeting, the lead evaluator utilizes the appropriate local conversion tables or other tools to determine subcomponent scores and calculate the composite score. The evaluator and teacher prepare for the professional conversation by collecting all pertinent data and evidence to be discussed.

Analyzing subcomponent data involves discerning relationships between specific teaching practices and student outcomes across academic subjects. The collaborative feedback process involving the teacher and evaluator serves to determine focus areas that can be addressed through the professional learning or improvement plan.

By touching upon key questions that address individual elements and data, both teachers' and evaluators' understanding of resultant scores is richly contextualized and offers the opportunity to surface fresh insights about student learning and teacher performance as well as broader contexts, such as school climates, diversity and the distribution of resources.

Questions to guide the feedback conversation

- Is the rate of student growth/achievement higher, lower or about what would have been expected?
- What students mastered specific essential learning goals? What students did not master specific essential learning goals?
- What essential learning goals did your students master? What essential learning goals were not mastered? What patterns or trends are evident?
- What factors affected student learning in your classroom and in groups of students?
- How did you analyze and use student performance data to inform planning and instruction?
- Is the district data provided to you helpful in identifying student needs and designing instruction? How can the district data report be more helpful?
- What instructional practices can be strengthened to address student needs?
- Should the assessment be changed/modified? If so, in what ways?
- How does this information about student learning align with evidence about instructional practice obtained through observation or other measures?
- How did learning goal(s) affect professional performance and improve student learning?

Teacher role:
✓ Review and reflect on evidence
✓ Analyze relationships among subcomponent data
✓ Identify areas of growth and strength
Evaluator role:
✓ Identify and discuss subcomponent scores
✓ Calculate composite scores
✓ Identify the teacher's corresponding effectiveness rating
✓ Analyze relationships among subcomponent data
✓ Identify teacher's areas of growth and strength effectiveness rating
Estimated time:
20-60 minutes

SUMMATIVE EVALUATION: SCORING

During the summative evaluation phase of discussion with the teacher, the evaluator reviews the scores assigned to this teacher and a rationale to support the scores based on qualitative and quantitative information related to the teachers annual performance.

The evaluator may use this time to answer any questions about score calculation and to analyze with the teacher the relationship of any subcomponent to others, as well as explain the composite score. (See Appendix B for details of components)

Student Growth/Achievement

State growth score/SLO (0-20) _____

Locally selected measures score (0-20) _____

NYS Teaching Standards

Professional Practice (0-60) _____

Total Composite Score _____

Effectiveness Rating (HEDI Rating)

Highly Effective 91-100	Effective 75-90
<ul style="list-style-type: none">• Exceeds standards• Learning plan	<ul style="list-style-type: none">• Meets standards• Learning plan
Developing 65-74	Ineffective 0-64
<ul style="list-style-type: none">• Needs improvement• Improvement plan	<ul style="list-style-type: none">• Does not meet standards• Improvement plan

Summative Evaluation: Feedback

Educator: _____

Grade Level/Subject Taught: _____

Evaluator: _____

Date: _____



Areas of Strength: _____

Rationale: _____

Areas for Growth: _____

Rationale: _____

Evidence from other school district factors impacting successful teaching and learning in the classroom:

Educator signature: _____

Date: _____

Evaluator signature: _____

Date: _____

Goal setting and learning/improvement plan guidance

Translating goal setting into learning or improvement plans

In goal-setting, teachers have the opportunity — based on the data about student and teacher performance — to identify goals for enhancing instructional practice and student achievement.

The teacher and evaluator use the Learning or Improvement Plan to identify the strategies that will support the teacher to improve effectiveness and student learning.

These strategies may involve multiple partners, years and resources; district support for professional learning must be explicit and substantial. (See Appendix C).

The teacher rated “effective” or “highly effective” will develop a Learning Plan that includes targeted goals and strategies. The plan will outline specific professional learning and procedures used to document progress. The Learning Plan guides professional development activities that are of value to teachers, students and schools. The activities should be designed to support learning for each teacher. Teachers at different stages in their careers have different needs and expertise, and these needs should be considered in the creation of the plan.

For teachers rated “developing” or “ineffective,” school districts are required to develop and implement a Teacher Improvement Plan (TIP) as soon as possible, but no later than 10 days after the date on which teachers are required to report for the school year. According to locally negotiated procedures, the improvement plan should specify in writing the areas needing improvement, a timeline for achieving improvement,

the manner in which improvement will be assessed and, where appropriate, activities to support a teacher’s improvement.

Learning and improvement plans...

- Are selected and sequenced to provide the right kind of support, at the right time
- Are customized, multi-phase strategies that improve effectiveness and ultimately student learning
- Bridge the gap between teacher practice and performance standards
- Take their formative cues from elements of teacher performance
- Are periodically revisited during the school year. Progress is assessed, goals are re-scaled or re-focused and adjusted to reflect a teacher’s progress
- Are used to guide the teacher’s evaluation in the subsequent year

The formulation of the Learning Plan is a constantly evolving protocol for assessing a teacher’s ambitions, goals, and areas in need of improvement or extension.

Some forms of learning plans are closely prescribed, such as a TIP. Plans will vary widely and may incorporate a range of strategies, from study groups to mentoring, from coaching to co-teaching, and many other methods.

A targeted Learning Plan will blend traditional individual professional learning (such as coursework, workshops and institutes by professional associations, colleges and training organizations) with job-embedded professional learning (such as collaborative/informal critical friends, professional learning communities, peer coaching, mentoring).

Teachers and evaluators should be familiar with various types of learning designs (see Appendix A) as they select and sequence activities.



Agenda and meeting notes for Goal-Setting/ Learning or Improvement Plan

Activity purpose:

To establish goals and a Learning or Improvement Plan that will appropriately contribute to the teacher’s professional development and growth.

Activity description:

Teacher and evaluator work together to complete goal setting and Learning or Improvement Plan forms, stressing the alignment of realistic, attainable goals, district resources and expected outcomes.

Structuring meaningful goals

Driven by compelling valid evidence/data, and aligned with the NYS Teaching Standards, teachers’ goals can reveal key perceptions about student achievement and instructional practice. A well-structured goal is tied to the needs of students, teachers, and the school or district (identified in the School Improvement Plan).

Criteria used to guide the development of quality goals insist that each goal is SMART:

Specific

(e.g. focused on content area, or on learners’ needs)

Measurable

(appropriate instrument selected to monitor progress)

Attainable

(within the teacher’s control)

Realistic

(appropriate for the teacher)

Time-limited

(clear end date defined)

Questions to guide the conversation:

Reflection on last year’s learning plan

- What kinds of professional growth activities did you engage in this year?
- In what ways did you measure attainment of your goal(s)?
- How did participation in professional learning activities lead to strengthened professional performance and improved student learning?

Identifying goals

- As you reflect on your practice, what do you want to achieve next year?
- In what ways will you analyze and use data on student performance to inform your goals?
- In what ways these goals fit into the identified areas of growth?
- How do these goals fit into the school’s goal?
- How will these goals guide your evaluation for the subsequent year?

Developing/revising the learning/improvement plan

- What professional learning activities will support your goal?
- What partners and/or district support is needed to support your goals?
- In what ways will goal attainment be determined?

Teacher role:
✓ Review/examine evidence
✓ Be prepared to set goals
✓ Develop learning or improvement plan
Evaluator role:
✓ Examine evidence
✓ Guide goal setting
✓ Support learning or improvement plan
Estimated time:
20-60 minutes

Initial Goal-setting and Professional Learning Plan or Improvement Plan (sample)

Teacher _____ Date _____

Goal: *Overall, I want to improve my geographic literacy in order to improve student learning in this area; 75% of my students will demonstrate progress by increasing "correct answer" scores on geo-related questions on social studies local assessment.*

Related teaching standards, element, performance indicators: *Standard 2.1a and b; Standard 2.4a*

Summative data related to this goal setting: *Analysis of geography-related test items on the local assessment revealed students in John's social studies 7 class scored in the lowest 25th percentile on these questions.*

Areas of strength: *Extended technology skills; subject matter blogging; data analysis*

Areas of growth: *Capacity to formulate questions; geographic literacy; map skills*

Professional learning activities:

- 1) Classroom Walk-through with reflective inquiry: *Teacher will visit other social studies teachers' classrooms once a week in blocks of no less than 15 minutes for a period of ten weeks. Teacher will confer with observed teacher in four 30-minute sessions during the ten weeks to review and reflect on lessons learned (teacher will keep session notes as evidence) questions and questioning techniques, lesson planning, and new ideas.*
- 2) Geo-lit lesson study group: *Meets once monthly throughout the year in 2-hour blocks. Teacher will participate, and facilitate one meeting before year's end. Teacher will contribute to study group's blog.*

Additional comments: *Teacher has indicated interest in working with other teachers to improve data analysis (test item analysis) skills.*

Resources/ team members: *Principal, social studies instructional team, geo-lit study group; student survey, teacher to be observed: Becky Freeman.*

Additional supports/assistance: *Register for classroom walk-through; some release time for walk-through and reflection sessions; register for study group, IT support for blog.*

Evidence of progress: *(to be completed no later than _____)*

Evaluator _____ Teacher _____

Please initial below

Mid-year check-in date _____ Evaluator _____ Teacher _____

Year-end progress report date _____ Evaluator _____ Teacher _____

Initial Goal-setting and Professional Learning Plan or Improvement Plan (sample)

Teacher _____ Date _____

Learning Plan OR Teacher Improvement Plan

Goal: _____

Related teaching standards, element, performance indicators: _____

Summative data related to this goal setting: _____

Areas of strength: _____

* Areas of growth: _____

* Professional learning activities: _____

Additional comments: _____

Resources/team members: _____

Additional supports/assistance: _____

* Evidence of progress: (to be completed no later than _____) _____

* Timeline for achieving improvement (only for TIP)

Evaluator _____ Teacher _____

Please initial below

Mid-year check-in date (optional) _____ Evaluator _____ Teacher _____

Year-end progress report date _____ Evaluator _____ Teacher _____

* Required for TIP: Needed area of improvement; the manner improvement will be assessed; differentiated activities to support a teacher's improvement; timeline for achieving improvement

Systems of support

The evaluation of teachers has a critical place in shared accountability and responsibility for student success. When evaluation and professional development are linked, powerful and practical connections can be made among individual, school, and district improvement plans and result in greater coherence across the system.

Systems of support must be part of a school district's operational structures. They should be viewed as an integral part of teachers' and principals' work and as a catalyst for addressing students' learning challenges rather than a narrow understanding of professional development as a fixer. Targeted professional development is part of the overall team and school-wide plan for content areas, grade levels and district learning goals.

Time and financial investments in professional development impact both educator and student performance. Learning Plans and Improvement Plans must be undergirded by a system of support that:

- Provides time, space structures and support such as teacher collaborative learning time that is common to all teachers, distinct from planning time, and protected from administrative duties to allow participation in professional learning.
- Offers procedures to support school-targeted professional development for individual and school improvement goals such as opportunities for interclass visitations or collaborative teaching.
- Creates opportunities to develop norms and skills for collaboration, including conflict resolution, problem-solving strategies and consensus building.

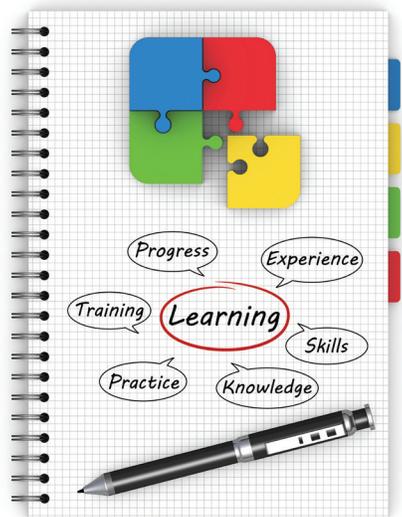
District support

Each school district must develop, adopt and implement an annual professional development plan (PDP) to describe how the district will provide all of its teachers with substantial professional development (NYSED Reg 100.2 (dd)). The plan must:

- Be developed collaboratively with a professional development team;
- Describe the alignment of professional development with state Learning Standards and assessments, student needs and teacher capacities;
- Describe the manner in which the district will measure the impact of professional development on student achievement and teachers' practice.
- Provide for required 175 hours of professional development for teachers holding professional certificates.

A district PDP supports Learning or Improvement Plans for individuals and teams of teachers so that goals for improvement can be scaffolded from the classroom to whole school reform. The district PDP should support professional development that is continuous and sustained, articulated across grade levels, and uses methods and approaches that have been shown to be effective.

Professional learning should acknowledge the importance of teacher collaboration for planning, sharing, analyzing student work and research. Evidence suggests that schools that build professional communities of learners based on collective responsibility, shared practice and collaboration make tremendous gains in student achievement (Newman & Whelage, 1995; Sparks, Louis & Marks, 1998; and Reeves, 2005).



Collective participation helps create school-level support groups and a “critical mass” for instructional change. Through these collaborative opportunities, teachers develop collective responsibility for student learning; they can tap the internal expertise among their colleagues and leverage outside expertise to supplement internal efforts.

For example:

Targeting collaboration: learning designs for professional growth

Josie Matarazzo, principal at Sullivan Prep, was thoroughly prepared to engage in feedback and move on to the goal-setting and Professional Learning Plan phases of the evaluation process. She felt confident about the observation process in her evidence reviews; she’d been trained, and she was very familiar with the Standards and the rubric.

She began with Fran Sheridan, a veteran of the system who had been teaching 4th grade for 18 years. After gathering all the evidence she needed, Josie set up Fran’s summative evaluation conference. Josie pulled together the documentation she’d need: a sheaf of assessments, scoring data, the “self-reflection” that Fran had submitted earlier, and “evidence” notes from her observations, and the standards and rubric that all of the teachers were being measured against.

Fran also shared feedback from the survey of her students and how this data related to the findings of the district’s assessment of teaching and learning conditions.

Fran’s overall score placed her in the “Effective” category. “So, Fran,” began Josie, tapping on the stack of papers. “No big surprises here. As I expected, you really excel at Standards 3 and 4, and your students are doing

quite well. Yet when I looked at the data at the indicator level — here, at Standard VI.2.c — your collaboration score was a bit low. I think you have so much to share.” The district’s teaching and learning survey indicated that most teachers felt they had ample time for collaboration.

By looking at the documentation, Fran recognized that little evidence of her collaboration with others existed — why would there be? She’d always considered herself pretty autonomous. Even when she found something fascinating, she found herself reluctant to participate. Recently, J.T. Courtman had dragged her off to a meeting of the faculty’s 21st Century Partnership committee. Consequently, she wondered how she might interest her 4th graders in robotics, nanoscience and even web design. But she hadn’t followed up.

“It’s all that co-planning,” Fran admitted. “I could certainly make a bigger effort. I mean, I’m interested in all of those areas, but I’m still a spectator. I think I probably ought to learn more about these topics so I can incorporate them in my instruction.” She shrugged her shoulders. “I wasn’t sure how to move forward, I guess.”

“I think I’ve got just the right thing for you,” replied the principal. “Bob Mathias — you know him, he facilitates that 21st Century Partnership committee — is organizing a [K-12 curriculum design team](#). You’ll spend a lot of time looking not just at subject matter, but also at new instructional approaches and assessment strategies.”

“I think that would be good, especially for improving my collaboration skills. That’s got to be one of my goals for the coming year. You know, I was thinking... I realize that I didn’t mention collaboration as one of my concerns in my self-reflection last fall.”

Each NYS district has the latitude to develop local approaches to working through goal setting and selecting appropriate learning designs. This scenario should be considered illustrative, not prescriptive.

Josie pulled the form from the folder before her; the two women studied it carefully. “But,” Fran continued, “next fall, I can see that it’s something I should mention as part of the factors that will play a role in my professional performance.”

“Good thinking,” Josie said. “When you get to your next self-reflection, let’s use that as an opportunity to check in with each other. Why don’t you talk with your colleagues before you finish your goals? Let’s discuss them before we finalize your plan.”

At their next meeting, Josie couldn’t have been more pleased about Fran’s proposed goals and the strategy she’d put together to work on her collaboration skills: The new curriculum would take an interdisciplinary approach to 21st Century topics and align with the existing Science standards. Fran knew

she had great skills in writing curriculum, but she needed the subject matter expertise of her younger colleagues.

“A great idea,” Josie affirmed, as she affixed her signature to approve the form. “How about joining the Science Fair team in the Fall? We’re trying a ‘team science’ theme this year, which means that we’ll only accept participation by teams of at least three students. I’m already scratching my head about [designing assessments and developing scoring rubrics](#) that gets at collaboration.”

“That sounds like a challenge for the curriculum design group — right up our alley!” said Fran.

Josie sat back in her chair for a moment, and smiled. See, she thought. *She’s collaborating already!*



Appendix A: Designs for professional learning: options for districts, buildings, teams and individual teachers

The text below was adapted from *Powerful Designs for Professional Learning* (NSDC, 2nd edition) Easton, L. B. (2008).

Handouts, templates, agenda outlines, readings and instructions for each learning design can be viewed and printed using the CD that accompanies the book. Book purchasers have permission to make up to 30 copies of handouts for instructional purposes with NSDC citation. Order from www.learningforward.org/bookstore.

1. Accessing Student Voices – Student survey interviews or focus groups with students on any aspect of the school/school improvement. Survey questions and protocols are carefully developed. Data can be analyzed by category, gender, grade level or by key questions.

2. Action Research – A process through which participants examine their own educational practice, systematically and carefully using research techniques. Action research recognizes that teachers can identify topics important to their teaching and that are grounded in the classroom. Teachers start with specific questions, collect and analyze data and learn from their analysis. A critical component of action research is reflection. Action researchers are more likely to take action on their problem or area of study because they reflect with colleagues on data from a variety of sources.

3. Designing Assessments – Assessments give teachers feedback so they can adjust their instruction for both

feedback and evaluation. Developing common assessments, classroom assessments and other assessments as a team; developing rubrics and using scoring procedures on developed assessments; and learning from engaging in this process are all powerful professional development. As teachers explore these issues, their content knowledge, assessment skills and instructional methods improve.

4. Case Discussions – Cases are carefully chosen, real-world examples of classroom work (narrative or video) that show common dilemmas and challenges. Case discussions support analytic and critical skills that help teachers learn from their own teaching. Participants reflect, present different points of view or analyze the benefits and drawbacks of ideas presented in the case. Teachers learn to question their own teaching and pursue those questions using the skills of inquiry they gain through the case discussion process.

5. Classroom Walkthroughs with Reflective Inquiry – A classroom walkthrough is an informal non-evaluative means to observe teaching and encourage reflective dialogue among teachers, administrators and other key staff. Faculty visit each other's classrooms for three to five minutes to observe what is present in the classroom — generally or specifically — report observations, and prepare questions that help the whole group learn. Walkthroughs and resulting conversations alter school climate and culture and result in a collaborative-community of learners.

6. Critical Friends Groups – A Professional Learning Community (PLC) in which a small group of educators meets monthly for two hours for a structured professional conversation about their work. A structured pro-



cess and use of protocols guide the conversations, providing ways for educators to discuss texts, examine professional practices and student work and discuss classroom observation. Variations include district, grade level, content or common interest groups

7. Curriculum Design – Engaging in a review of current curriculum, its revision (backward from a final outcome) and mapping the curriculum or part of the curriculum to look for design flaws (omissions or redundancy) and revising it.

8. Data Analysis – Engaging in data-driven discussions on the basis of a variety of data (from test scores to student portfolios) and focusing on demographics, perceptions, what the school is doing to help learners, as well as achievement. Develop a process to collect and prepare data about student learning from a variety of relevant sources including annual, interim and classroom assessment data. Developing questions, graphing data and creating reports help to create information for analysis.

9. Demonstration Classroom – Effective teaching practices can be modeled for specific reasons or with specific student populations or subject areas. Teachers can open periods of time for visitations or work closely with other teachers to model and explain particular teaching and learning dilemmas. Effective practices that are demonstrated are built on deep pedagogical knowledge.

10. Dialogue – Dialogue is the format that most PLCs should use, rather than discussion or debate, because most PLCs want to deepen their understanding, not make decisions. Practicing dialogue with articles and chapters from books can help a PLC learn how to use dialogue when looking at what educators do in class-

rooms (their practice), student work, and problems and issues.

11. Differentiated Coaching/Mentoring – Differentiated coaching moves professional learning from a one-size-fits-all mode to coaching activities individually tailored to meet the needs of the teacher. Critical elements include: building a common language, focusing on problems that concern teachers, establishing clear roles, using time effectively and building relationships.

12. Immersing Teachers in Content – Immersing teachers in the content of what they teach helps them become informed decision makers, designers of classroom strategies and models for their students. Immersion programs such as the National Writing Project apply to all subject areas.

13. Journaling – Journal writing is a thought-provoking way to process ideas; a method for learning about, clarifying, reviewing and adjusting mental models; and for monitoring or assessing ongoing learning, and for reflecting deeply about practice to learn from experience. Journal writing is a way to record observations, analyze practice, interpret understanding of ideas, keep records and reconstruct experiences. An individual activity that is enriched when journal writers (who may or may not be focusing on the same topic) share their journal entries with each other and reflect aloud with each other. May be focused on studying a particular student or a particular aspect of teaching and learning that all are trying.

14. Lesson Study – A year-long focus on a content area (such as mathematics) and an aspect of student behavior (such as collaborative problem solving) that begins with given/published lessons in that content area. Participants first refine a lesson and



then teach it to students, with all but the teacher participant collecting data about what happens as the lesson is taught. Participants meet in colloquium either to further revise the lesson (for another teaching episode) or take the learning from that lesson to the next lesson.

15. Mentoring – A process offering guidance and problem-solving resources, modeling support and feedback to a newcomer, and providing a professional lifeline to beginning teachers or those new to a school or district.

16. Portfolios – Usually an individual activity (though it can be an accountability activity of an evaluation) of a collection of items gathered over time for a particular purpose. The process allows for evidence collections for particular standards or to track growth on a particular issue. Purpose, focus, process and outcomes form the framework for portfolio development.

17. Shadowing – Shadowing is the process of following a student or educator through one day, part of a day, or longer, experiencing what that person experiences. It provides an authentic, not just a theoretical experience of school. Shadowing is experiential and is both cognitive and emotional. Members of a PLC shadow students/teachers within their own school or at other schools, either generally or looking for specific aspects of teaching and learning (such as student collaboration). Participants share what they've noticed and learned and how they can apply their learning to their own work.

18. Assignment Analysis – The focus is on improving assignments. Teachers may examine student work but if the assignment is flawed, the process bypasses the student work and focuses on adjusting the assign-

ment to make it more rigorous and challenging and targeted toward important concepts and knowledge. Analyzing assignments follows a variety of questions, ranging from what students actually need to know and be able to do to succeed, to what level of thinking (Bloom) the assignment requires, to how rigorous it is.

19. Study Groups – Study groups are a form of job-embedded professional learning and informal research in which educators meet at school by grade levels, departments or specific needs. Participants may read, research and share knowledge about professional development needs of the individual or school. Whole-faculty study groups include every faculty member at a school as a member of a study group. A trained facilitator, guidelines and expectations, and materials selection norm the process.

20. Teacher Leaders – Teacher leaders prepare district's own staff by training and supporting their colleagues and preparing educators for teacher leadership roles. This builds internal capacity for providing professional learning; aligns curriculum, instruction, assessment and professional learning, provides for ongoing support when educators are applying the learning, and provides the opportunity to excel for master educators seeking additional challenges.

21. Protocols – Protocols are a highly effective process for teachers to present actual work before a group of thoughtful critical friends in a discourse aimed at tuning or providing feedback. Protocols can be used for any teaching practice or artifact or student work. It is a risk-free process since examination takes place in a highly structured dialogue led by a facilitator. Everyone learns since everyone participates in the rich



discussion. It is a formal process for deeper dialogue that alternates who is talking and who is listening.

22. Video to Reflect/Change Practice – A video model as a part of a learning cycle to improve classroom instruction can be a critical element for change. Video is an excellent means of helping teachers upgrade or learn new skills, examine their own practice or demonstrate mastery of instructional strategies. Purchased videos or school-made videos can be used, with permission of the video-taped teacher. Videos can be viewed generally or specifically, feedback can be provided by peers, coaches or other evaluators. Context, quality control, cost and access are considerations

23. Visual Dialogue – Visual dialogue is a process of integrating word, images and shapes into a single unit for communication. It collects or packages information so that complex ideas can be understood and action can be taken — useful when a teacher or group intends to create significant change. The process can help map curriculum or plan interdisciplinary

units, assess the impact of school programs, create classroom culture, make connections with cross-school teams, understand differences in approaches to initiatives. Templates, constructing meaning, visual learning and consensus building are all components of the visual dialogue process.

24. Workshops, Seminars, Conferences – Workshops, seminars and conferences provide direct instruction on specific topics and offer a range of strategy, content and education issue instruction. These kinds of learning designs can introduce new topics and are best supported by extension learning designs such as demonstration classrooms, study groups or other job-embedded learning.

25. Teacher Developed Learning Design - Teachers working in collaboration will suggest an activity or learning design that is appropriate to support their goals. This opportunity opens possibilities for focused work within a professional learning community with goals and processes that are teacher-developed.



Appendix B: Student growth and achievement

<p>Student Growth on state assessments or comparable measures (SLO) (for educators who do not teach in grades/ subjects with state tests)</p>	<p>20% (25% if value added model is adopted by NYS Board of Regents)</p>	<p>State Assessments: A Growth Score is a number from 0-20 assigned by NYSED based on an educator’s overall Mean Growth Percentile (average of the student growth percentiles [SGPs] attributed to a teacher). The growth of each student is compared to similar students on the basis of past assessment scores and certain demographic information.</p> <p>Student Learning Objectives: SLOs are the state-determined wprocess for teachers where there is no state-provided measure of student growth. District/evaluator will assess the results of each SLO separately, arriving at a HEDI rating and point value between 0-20 points. Each SLO must then be weighted proportionately based on the number of students included in all SLOs providing for one overall growth component score between 0-20 points.</p>
<p>Locally selected measures of student growth/ achievement</p>	<p>20% (15% if value added model is adopted by NYS Board of Regents)</p>	<p>Locally selected measures of student growth/achievement from an allowable list of options including district developed tests provided that such assessments are rigorous and comparable. NYSED established scoring bands for the locally selected measures subcomponent; process by which points 0-20 are assigned in the scoring ranges is locally negotiated.</p>



Appendix B: Sources of evidence for teacher effectiveness

<p>Other measures of teacher effectiveness: examples of sources of evidence</p>	<p>60%</p>	<p>Student-generated:</p> <ul style="list-style-type: none"> • rubrics • surveys • writing or work samples • reflections or contributions of personal experience • feedback • presentations or videos <p>Instruction-related:</p> <ul style="list-style-type: none"> • scored rubrics from performance assessments • problem-solving assignments and student responses • portfolio of materials associated with real-world applications of topics of study • feedback from community members regarding a project tied to a real-world activity • collection of student work over a period of time showing practical application of content • individual assessment data including portfolios • professional growth log • portfolio of leadership activities • mentor meeting notes • agenda constructed in role of team leader • teacher-student meeting notes • rubrics assessments (formative or summative) • problem solving assignments <p>Collaborative products:</p> <ul style="list-style-type: none"> • unit plans • cross-curricular learning plans • meeting minutes • conference notes with colleagues • curriculum committee work documentation <p>Communications artifacts:</p> <ul style="list-style-type: none"> • phone logs, contact logs • email, letters, newsletters • feedback from student surveys <p>Miscellaneous:</p> <ul style="list-style-type: none"> • classroom rules and expectations • student needs inventory • attendance data • learning style inventories • office referral documents • parent meeting notes • longitudinal documentary or video data • mentoring/coaching teacher (if collectively bargained)
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Appendix C: Aligning goals and professional learning

Professional learning plans may be customized to meet a variety of goals. For example, the time frame of a particular plan may extend over the course of a year or even years. Professional learning activities in plans may be designed to meet the needs of individuals or groups. Plans may link evaluation outcomes with the building/student achievement goals, or with district comprehensive school improvement plans. Goals are aligned with the New York State Teaching Standards. The table below identifies several common goals and how they might be tailored:

Goals	Features	Individual or team?	Time frame
Refinement of Current Practice	Addresses the refinement of teaching skills/strategies (questioning, motivation techniques, small group instruction, etc.) that the teacher is currently using in classroom.	Individual	One year
Acquisition of New Skills	Assumes access to resources to acquire and support new skills or knowledge (integration of technology, research-based instruction strategies for specific content areas, teaching for understanding, etc). Should be clearly related to the teaching discipline/school improvement plan.	Individual/ more commonly team	Two to three years
Redesign/ Restructuring	Always requires additional resources, time and district commitment, and connects directly to a building or district initiative (technology, block scheduling, nongraded primary classrooms, etc). The plan should address necessary changes in curriculum and instruction, and an evaluation scheme.	Team	Two or three years
Development of Curriculum/ Program	Generally addresses moving curriculum coverage to themes; developing integrated lessons and courses, development of materials and activities that focus on engaging students more in the work of the classroom, in the use of technology and/or career readiness skills.	Individual or team	One to three years
Monitoring Student Outcome/ Progress	Addresses the development and implementation of new and/or alternative district/school assessments and also the collection, interpretation and disaggregating of student achievement data.	Individual or team	One to three years
Completing Requirements for Licensing Endorsements	Focus on completing the certification requirements to instruct the students that a teacher has been employed to teach or the acquisition of extensions or annotations on the teaching certificate. For example, a teacher who is teaching with a initial license may work on completing the requirements as part of a professional learning plan.	Individual	One year
Enhancing Skills for Teacher Leadership	Addresses development of individual and district capacity to support teacher effectiveness by developing skills and attributes as mentors, coaches, consulting teacher, peer assistance.	Individual and team	One or three years



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