TEACHER EVALUATION AND DEVELOPMENT
Handbook

An integrated system for advancing teacher growth and student learning, developed by labor/management Innovation Initiative Teams

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TABLE OF CONTENTS

XI. Guidance for Implementing TED
- Collective Bargaining
- Implementation Guidelines
- Quality Training
- Managing the System
- A District Plan for Communications

XII. Next Steps

XIII. References

XIV. Glossary

Appendices A, B and C

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TED, an integrated system of Teacher Evaluation and Development, is the result of the sustained collaboration, tireless work and commitment to excellence of these labor/management Innovation Teams:

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I. How TED Was Developed

TED, which stands for a system of Teacher Evaluation and Development, is the product of groundbreaking labor/management collaboration among educators across New York State.

The initiative had its genesis in 2009 when the leaders of NYSUT, a union of more than 600,000 professionals, sought and received a competitive grant from the American Federation of Teachers to develop a new type of teacher evaluation, one that would avoid subjective and cursory evaluations and instead support teachers through an integrated system dedicated to continual professional growth and gains in student learning. As a leader in defining excellence, NYSUT has long been at the forefront of initiatives to end the student achievement gap (Arbetter, 2007) and improve the process for teachers' professional evaluations (Saunders, 2010). In 2010, NYSUT teacher leaders statewide adopted Principles of Excellence in K-12 education that presciently advocated moving from "subjective drive-by evaluations" to a system of "fair teaching standards … undergirded by the comprehensive evaluation of teachers based on multiple measures of their performance and designed to promote teacher growth."

The grant from the AFT Innovation Fund was supplemented by a competitive Investing in Innovation (i-3) grant awarded by the U.S. Department of Education, which endorsed NYSUT's vision of bringing together labor/management teams in partnership with nationally recognized experts to develop a research-based exemplar integrating evaluations into a continual process of teacher growth and development. The grants funded thousands of hours of intensive work and research by six dedicated labor/management teams from school districts in Albany, Hempstead, Marlboro, North Syracuse, Plattsburgh and Poughkeepsie. Each team includes teachers, building level administrators, a district superintendent and other district level administrators — bringing together those who historically had conducted evaluations and those who had been the subject of evaluations. The school districts selected for Innovation Teams serve urban, suburban, and rural communities and student populations that run the gamut of socio-economic needs. Each Innovation Team pledged a substantial commitment of time, resources and effort to the project, the first phase of which would eventually encompass more than two years of research, collaboration, and field-testing of TED.

About this handbook

This handbook is designed as a user-friendly guide to TED (Teacher Evaluation and Development). It is meant to be used in conjunction with the companion TED Workbook (Appendix A). Links to relevant workbook materials also appear at the end of each handbook chapter.

Essential resources include the New York State Teaching Standards (Appendix B) and the TED Teacher Practice Rubric (posted at **www.nysut.org/ted**) which undergird TED's integrated approach to advancing teacher growth and student learning.

Additional resources that may prove helpful to support implementation are contained in the Appendices.

From the start, and in accordance with the rigorous standards established by the AFT, the project was undergirded by a commitment to research-based methods and best practice. The American Institute for Research (AIR) in Washington, D.C., was hired to conduct baseline surveys in Innovation Team districts to quantify existing practices in evaluation and professional development, and identify their perceived strengths and weaknesses. This established benchmarks that would inform the development of TED and the eventual field-testing and assessment of its practices. AIR will continue to evaluate TED's efficacy as implementation moves forward through the four-year scope of the initiative.

The Innovation Teams conducted months-long research into evaluation practices nationally, that included Arlington, Va.; Austin, Texas; Burlington, Vt.; Evanston, Ill.; the state of Georgia; Harrison, Pa., the state of North Carolina; San Mateo, Calif.; and Washington, D.C. The teams also consulted with pioneering labor/management teams from Kenmore, Rochester, and Syracuse about their experiences with integrated systems of evaluation, peer assistance and review, and professional development. Faculty from institutions of higher education generously shared their expertise, including the College of Saint Rose, Harvard University School of Education, SUNY New Paltz School of Education, and the University of Wisconsin. Colleagues from the American Federation of Teachers; teacher centers across New York State; Questar BOCES; the State Education Department and other education organizations provided valuable

"Teacher evaluations in the past were pretty much fly-by; it was pretty much unsupportive, it was punitive. It will be none of that now."

Cathy Corbo
President, Albany Public School
Teachers Association

expertise. Innovation Teams consulted nationally recognized authorities on evaluation, including The National Board for Professional Teaching Standards, the Inter State Teacher Assessment and Support Consortium, Educational Testing Service, The Charlotte Danielson Group, Teaching and Learning Solutions, and the National Comprehensive Center for Teacher Quality.

Innovation Teams soon realized their New York State initiative was at the vanguard of rapidly evolving changes at both the national and state levels in regard to evaluations. Asked to participate in a practitioners' work group, Innovation Team members made

significant contributions to shaping New York State's new Teaching Standards, which were adopted by the Board of Regents in 2011 and are referenced in this handbook as fundamental to TED's integrated system of evaluation and teacher development. Citing research that underscores the value for teachers in establishing a clearly articulated rubric for best practice (Gallagher, 2004; Heneman, et al, 2006; Kimball, et al, 2004; Milanowski, et al, 2004), the Innovation Teams developed the Teacher Practice Rubric, which aligned with the New York State Teaching Standards, are essential underpinnings to an integrated approach to evaluations. This rubric is one of only five approved in the summer of 2011 by the State Education Department for district use in responding to changes in state law governing teacher evaluations.

In early 2011, the first phase of the Innovation Teams' work came to fruition with a draft version of TED; the comprehensive and integrated evaluation process was then extensively field tested by practitioners in the six Innovation Team districts. Their feedback, along with additional survey data, was distilled and incorporated in further refinements that honed the system and improved its utility. The product of the labor/management Innovation Teams' collaboration, research and field-testing is contained in this TED Handbook and accompanying TED Workbook.

Now, with TED available for implementation in districts, the work of the Innovation Teams enters a new phase, as they continue researching its effectiveness and developing additional tools and resources to support implementation of the system, including strategies for documentation of conditions of teaching and learning. The TED system's commitment to involving practitioners fully in the evaluation process means that Innovation Teams will continue to work with their peers in refining and strengthening this practitioner-created system.

II. Overview of TED: Advancing Excellence Through Teacher Evaluation

A quality system of teacher evaluation and development relies on teaching standards aligned with performance rubrics; multiple measures of professional practice and student achievement, capable of capturing evidence of a broad range of competencies; and support for continual professional growth. But too often evaluation systems, not only in New York State but also across the country, have in practice been cumbersome, punitive, and ultimately poor differentiators of teaching skill. Such systems were seldom uniformly implemented and evaluators were often poorly trained. Teachers rarely had the opportunity to leverage what was often limited feedback into meaningful professional development that could improve student outcomes.

The TED system avoids such shortcomings and focuses on teacher growth and student learning. Informed by extensive research, Innovation Teams determined that an effective evaluation system should:

- Improve instructional and professional practice to advance student achievement;
- Lead directly to teachers' continuous, focused professional development and growth by addressing their skills, knowledge and needs at all levels on a career continuum, from novice to veteran;
- Provide opportunities for teachers to use multiple sources of evidence of effective teaching and student learning;
- Illuminate the context in which professional practice takes place;
- Empower both evaluators and teachers with clear, actionable information;
- Ensure fair and valid employment decisions and due process; and
- Invite participants into the development, revision and continuous improvement of the system.

Effective evaluation systems in the 21st century have the potential to revolutionize teacher career development and stem the tide of attrition that has eroded the stability of the teaching force. The labor/management collaboration that has distinguished the Innovation Teams' work models the collaborative potential of teachers and evaluators engaged in professional conversation and constructive professional development. As the U.S. Department of Education notes in its *New Compact for Student Success*, administrators and teachers can build on the strength of these partnerships and "use it as a vehicle to uphold rigorous academic standards, elevate the teaching profession, drive school and instructional improvement, and make student achievement the heart of their relationship."

TED was informed by research that suggests effective teachers drive their students' achievement through three specific behaviors (Conley, 2011; Tharp, et al, 2000; and Hackman, 2004):

Effective teachers demand the cognitive engagement of students by:
- Constructing challenging, intellectual tasks;
- Varying their instructional styles to reach every learner;
- Cultivating independent thinking, self-regulation and motivation; and
- Fostering goal-setting and student responsibility for learning.

Effective teachers demonstrate a constructivist teaching practice by:
- Leading classrooms that are intensely engaged in discussion, inquiry, and exploration that build shared understanding;
- Understanding learners as complex, social beings with values, prior knowledge, and unique dispositions;
- Creating authentic assessments;
- Emphasizing learner choice and learner control;
- Utilizing constructive feedback; and
- Focusing on knowledge construction, not reproduction.

Effective teachers emphasize the development of 21st century skills by:
- Embedding opportunities for problem-solving, collaboration, critical thinking, creativity, multiple perspectives;
- Encouraging the use of technology and digital literacies; and Promoting global awareness, interactive communication, and the effective use of real-world tools.

What TED is

TED is an accessible and integrated strategy for teacher evaluation and development based on research into what works to advance teacher growth and student learning. With the goal of ensuring an effective teacher for every learner, TED includes these essential components:

- Teaching standards expressed as a teacher practice rubric.
- Multiple measures of teacher professional practice and student achievement, capable of capturing a broad range of competences.
- Illuminating the conditions affecting teaching and learning.
- Locally negotiated systems of Peer Assistance and Review.
- Targeted, individual teacher professional learning plans and opportunities for professional growth.
- Guidelines for system implementation.

Teaching Standards Expressed as Teacher Practice Rubric

Multiple Measures of Teacher Practice and Student Achievement

Targeted Professional Development

TED's Goal: An Effective Teacher for Every Learner

Teaching and Learning Conditions

Peer Assistance and Review

Implementation Guidelines

TED is comprehensive — applicable to all classroom educators across all grade levels and useful for the continuum of a teacher's career, from beginner to veteran. It is also flexible, enabling school districts to engage in the collective bargaining process to tailor teacher evaluation and development to meet local needs. Elements of the system have been designed with this flexibility for negotiation in mind — from the number of observations to the distribution of points and scoring options. Collective bargaining ensures the district's evaluation process can be shaped to meet local professional needs.

TED is fully supported by the TED Handbook; the TED Workbook, which contains evidence collection and scoring forms and guidance; and by a wealth of web resources. As detailed in Chapters IV and V, TED is aligned with theNew York State Teaching Standards and relies on the use of the Teacher Practcice Rubric, designed by labor/management Innovation Teams to assist teacher and evaluator in conducting constructive, objective conversations on professional practice and its impact on student learning. As a result, TED clearly establishes teachers as *participants in*, not *recipients of*, their own evaluations. TED emphasizes the use of multiple measures[1] for both teacher professional practice and student achievement, a research-supported strategy essential for quality evaluations and embedded in New York State law. It also supports teachers and evaluators in making thoughtful and constructive assessments of the conditions for teaching and learning, both as a necessary context for evaluations and as a foundation for strengthening the myriad conditions that impact student achievement.

Significantly, TED defines evaluations not as culminating events, but as stepping stones to continual professional development. TED integrates sustained professional development into the annual continuum of evaluation and also details the elements of quality programs of Peer Assistance and Review that may be bargained collectively to strengthen and advance teacher professional growth.

Why an integrated system is essential

The heart of the teacher evaluation process rests on the idea of *integration*: that teachers and evaluators can examine the entire spectrum of teachers' work through an interconnected series of steps that result in a fair and informative evaluation.

In TED, the assessment of teaching practice is *integrated*: a teacher prepares a lesson, and then discusses that preparation with the evaluator. The evaluator observes the teacher in the classroom, and together, evaluator and teacher examine student work produced by the lesson. In this way, a teacher's practice is made visible. Each part in the process informs the next; the evaluator gains valuable prior knowledge needed before entering a classroom, and collaboratively, the teacher and evaluator share ideas about strengths and weaknesses in the teacher's professional practice from beginning to end.

With multiple measures of teaching practice and student achievement shaping their discussions, teachers and evaluators can plan for meaningful, targeted professional learning, goal-setting, and career development. Teacher professional growth is thus *integrated* into the evaluation continuum.

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[1] **Multiple measures** can be defined as the array of different assessments and evaluation tools used to obtain evidence of a teacher's knowledge, skills and dispositions.

Additionally, the TED system emphasizes the importance of training evaluators and stakeholders in the standards, rubric and language of objective, constructive evaluations. No system of evaluation and development can succeed without the support of comprehensively trained evaluators. TED emphasizes the need for evaluator training, and particularly, for training on the *professional conversations* that should characterize the interactions between evaluators and teachers. As labor/management teams field-tested TED in school districts, they began each pilot with systematic training of evaluators and stakeholders to establish a shared language and understanding of state standards and the rubric, which undergird this system.

Plattsburgh TA President Rod Sherman, left, Superintendent James Short and school board Vice President Tracy Rotz talk about the district's collaborative approach as an Innovation Team at a U.S. Department of Education summit in Denver. Plattsburgh was one of a dozen districts nationwide that served as a spotlight presenter.

III. New York State Teaching Standards as the Foundation for TED

New York State's vision of effective teaching is expressed in the New York State Teaching Standards (2011), developed by the State Education Department with input from educators and adopted by the Board of Regents in 2011. Members of the labor/management Innovation Teams, who represented one-third of the practitioners invited to shape the state's official standards, were credited with significant contributions to the process, which drew on their own pioneering work, already well underway, on teacher evaluation.

Each state teaching standard, SED says, "represents a broad area of knowledge and skills that research and best practices in the classroom have shown to be essential to effective teaching and to positively contribute to student learning and achievement." The standards explicate effective teaching practices along with their relationship to student growth and achievement. The standards acknowledge the range of student needs, referencing students with disabilities, students who are English language learners, and students who are gifted and talented.

The development of clear standards was critical to give teachers, schools, and institutions of higher education a common language and shared tools for defining teacher effectiveness. Because the New York State standards will form the foundation for teacher evaluations through Annual Professional Performance Reviews, they are fundamental to each stage of a teacher's preparation and career development. For example, Standard 5's guidance on the use of multiple measures to assess and document student growth, evaluate instructional effectiveness and modify instruction is a useful tool for educators as they develop local assessments. An effective teacher is portrayed through the standards as a lifelong learner, progressing through a continuum of career growth: preparation, induction, mentoring, evaluation, professional development, and movement through a career ladder.

The New York State Teaching Standards are:

Standard 1: Knowledge of Students and Student Learning
Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Standard 2: Knowledge of Content and Instructional Planning
Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Standard 3: Instructional Practice
Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard 4: Learning Environment
Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Standard 5: Assessment for Student Learning
Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard 6: Professional Responsibilities and Collaboration
Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standard 7: Professional Growth
Teachers set informed goals and strive for continuous professional growth.

"Elements" describe the desired knowledge, skills, actions, and behaviors that advance a particular standard. The elements define what teachers do, and performance indicators describe how teachers accomplish the actions or behaviors.

The New York State Teaching Standards determine the framework within which evaluative judgments should take place. Measures of teacher effectiveness in the TED system have been selected to reach across the continuum of teacher practice so that all New York State Standards are referenced. TED recognizes that a system that provides for continuous improvement and commits to career-long support and professional development opportunities makes the pathway to teaching excellence accessible to every educator in New York State.

Albany PSTA's Jim Grove leads a breakout session about statewide teaching standards at a gathering of the Innovation Teams.

IV. The Teacher Practice Rubric

Just as New York State's Teaching Standards describe effective practice, the NYSUT teacher practice rubric reveals the state's broad standards in specific and focused terms. This rubric selected for use in the TED system is one of only five initially approved in 2011 for use statewide by districts working to implement changes in state law governing teachers' Annual Professional Performance Reviews.

Informed by research on best practice, the labor/management Innovation Teams spent many months establishing, piloting, and field-testing levels of teacher performance for the teacher practice rubric. The rubric extends the standards set by New York State through clear and detailed descriptions of effective teaching practices, and provides educators with a vocabulary and structure for articulating the more complex and subtle dimensions of teaching practice. This vocabulary establishes language for teacher self-reflection and goal-setting, and facilitates the essential conversations that must take place between teachers and evaluators as part of the TED system. The Teacher Practice Rubric is a critical tool for both teachers and evaluators and should be distributed early in the evaluation process to be used as the common reference throughout.

Because quality evaluation is not a one-way street, the rubric helps to establish teachers as full participants in evaluation and continual professional growth. It describes specific, measurable and/or observable behaviors in and out of the classroom. The rubric clearly defines the expectations for each element's performance indicators to provide for objective evaluations and fair and consistent ratings of effectiveness. Measures of teacher effectiveness have been selected to reach across the continuum of teacher practice so that all state teaching standards are assessed. The rubric also provides a framework for incorporating professional development aimed at improving practice.

The Teacher Practice Rubric is designed by practitioners to provide an accessible and easy-to-navigate experience for both teachers and evaluators engaged in examining teaching and professional practices. It powerfully describes — in the context of the New York State Teaching

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The Teacher Practice Rubric

- was developed and piloted by practitioners

- standardizes the basis for designating performance levels mandated by New York State law and regulations

- provides for the assessment of teaching across multiple measures

- reduces subjectivity and provides the basis for inter-rater reliability in teacher evaluations

- assists in developing focused and useful feedback in both formative and summative teacher evaluations

- identifies the use of 21st century skills

- provides the content and focus of differentiated professional development; and

- supports teacher development of teacher evaluation.

Standards — the wide variety of skills, performances, behaviors, and dispositions that teachers bring to their work. Starting with the state standards as a foundation, and using the rubric's descriptions as a guide, teachers can use the TED Workbook to easily organize and share the evidence of their practice.

The workbook is aligned to the rubric's performance indicators and clearly and systematically delineates the relationship between the New York State Standards and their elements. It provides for an orderly cataloguing of evidence and accomplishment, and encourages evaluators to uncover teacher contributions and capacity to meet performance expectations. The evidence collection forms demonstrate how evaluators reference the rubric and the teaching standards to assess how a teacher's evidence, collected through observation, artifact analysis, or other measures, informs scoring and rating.

Through TED, evaluation moves past what was too often a historic focus on how a teacher might be "lacking." The TED system supports a process for a deep look into teachers' talents and strengths. As teachers' collaborative partners, evaluators use the rubric and performance indicators to determine the scope of the evaluation. The rubric keeps the evaluation focused on teaching practice, and still ranges widely enough to capture teachers' professional practice both in and out of the classroom. By using the New York State Teaching Standards and the Teacher Practice Rubric, teachers and districts will be able to integrate the feedback from evaluations to generate meaningful professional development.

Hempstead team members discuss how to collect evidence of good teaching practice.

V. The Four Phases of TED

TED, designed to be implemented across the academic year in an annual cycle, revisions and expands the evaluation process as a sustained professional dialogue between teacher and evaluator that leads to continued professional growth. TED unfolds in four phases:

Phase 1: Teacher Self-Reflection
Educators piloting the process in field tests found self-reflection deeply rewarding. This analysis of practice and objectives, typically written, establishes a foundation for sustained professional dialogue on best practice with an evaluator and also with peers.

Phase 2: Pre-Observation Conference, Evidence Collection and Post-Observation Conference
Before an observation even takes place, the teacher and evaluator meet to discuss the teacher's preparation, lesson plan, student learning objectives and strategies. "Evidence Collection" in Phase 2 includes the formal observation, which is enhanced because teacher and evaluator have discussed the professional preparation leading up to it. The formal classroom observation is flanked by two other measures that are analyzed and discussed by teacher and evaluator: *Analysis of Teaching Artifacts* and the *Review of Student Work*. Each measure is considered an integral part of the observation protocol. The rich, constructive and collaborative dialogue that results lays an important foundation for the professional development that follows.

Phase 3: Summative Evaluation
Phase 3, the summative evaluation, encompasses not only what happens in the formal classroom observation, but also the teacher's preparation and philosophy of professional practice that contributed to it, and the analysis of artifacts and student work that followed.

Phase 4: Goal-Setting and the Professional Learning Plan
The evaluation process continues with a discussion by teacher and evaluator of goals for continued professional growth, detailed in a Professional Learning Plan that also spells out opportunities, as appropriate, for remediation, enrichment and advancement. A wide range of activities and opportunities can be tailored to contribute to a teacher's growth, including mentoring and training.

In practice: How TED unfolds in a continuum

- As a preparatory step, a teacher completes a Self-Reflection on professional and instructional practices.

- Next, in a pre-observation conference, the teacher and evaluator review a prepared lesson plan and other supporting documentation in the *Analysis of Teaching Artifacts*.

- The teacher is observed (Observation) by the evaluator using the Teacher Practice Rubric to collect evidence of the teacher's professional practice. (TED calls for a minimum of two observations; at least one observation is formal; a second observation, either formal or informal, must take place during the school year. A formal observation requires repetition of Steps 2-4.)

- In a post-observation conference(s), the teacher and evaluator discuss the evidence gathered through the observed lesson, and engage in a *Structured Review of Student Work*.

- A summative evaluation conference follows the completion of the evidence gathering process (observation and artifact submission/review), during which the evaluator and teacher discuss all evidence as it relates to each of the seven Teaching Standards and the teacher's progress on goals and professional growth. The evaluator identifies areas of strength and areas for growth. Specific recommendations for teacher development may be made. (Professional development, coaching, mentoring etc.)

- The evaluator prepares a final summative evaluation report which includes the scores of locally selected measures of student achievement and the scores of state accountability measures of student growth. These scores, compiled with the score of teacher professional practice, arrive at the final Composite Score of Teacher Effectiveness. This report is reviewed with the teacher, consistent with procedures that have been bargained collectively.

- Next, the teacher and evaluator identify goals and a strategy for achieving goals, which are described in the teacher's Professional Learning Plan. Uniquely, the TED system's observation protocol, supported by additional measures of teacher professional practice as well as measures of student achievement, generates actionable feedback that leads to targeted professional development and goal setting.

TED: TEACHER EVALUATION AND DEVELOPMENT SYSTEM

TEACHER DEVELOPMENT · MULTIPLE MEASURES · RUBRICS

OBSERVATION · REVIEW OF STUDENT WORK · SUMMATIVE EVALUATION · GOAL SETTING · PROFESSIONAL LEARNING PLAN · ORIENTATION · SELF-REFLECTION · ANALYSIS OF TEACHING ARTIFACTS

■ At the conclusion of the process (or in the beginning of the subsequent academic year), the teacher engages in Self-Reflection, thus beginning the annual cycle of evaluation.

Because TED provides for the negotiation of local evaluation processes through collective bargaining, it accommodates New York State's new requirements for teacher evaluations. (See box) New York State requires teacher evaluations to be based on a possible 100-point total composite score. TED provides a process for allocating the 60 points of the composite score that reference a teacher's professional practice. It also outlines options for selecting appropriate local measures for the 20 points of the composite score that reference student achievement on locally selected measures, other than state tests. New York State additionally specifies that the remaining 20 points of the composite score will be based on state-determined measures of student achievement.

What NYS requires: Teacher Evaluation Scored Subcomponents

60 points based on multiple measures of teacher professional practice

20 points based on locally selected measures of student achievement (such as local assessments)

20 points based on State-determined scores of student growth

VI. Moving forward with TED

1 Self-Reflection	**2** Multiple Measures: Analysis of Teaching Artifacts, Observations, Review of Student Work	**3** Summative Evaluation	**4** Goal Setting and Professional Learning Plan
Early in the school year	**Sept./Oct.**	**April/May**	**May/June**
Self-reflection allows teachers to share their perspectives on their professional and instructional practices.	**2A: In the pre-conference,** the teacher and evaluator prepare for the evaluation measure(s). The conference includes identifying the measure, the expectations of both parties, and the provision of any relevant documentation. **Mid-Year (Nov.-Mar.)** **2B: Evidence is collected** during a scheduled classroom observation or other planned activity. **2C: In the post-conference,** the teacher and evaluator assess student work; make preliminary ratings; and discuss next steps for teacher's professional growth.	**The summative evaluation** contains a teacher's rating of effectiveness, and the rationale supporting conclusion. The summative evaluation should note both strengths and areas in need of improvement, and make specific recommendations to improve a teacher's effectiveness.	**4A: In goal setting,** teachers have the opportunity to identify ways to enhance instructional practice and student achievement, and to tie their individual goals to the attainment of school and district goals. **4B: Professional learning plans** are, in effect, customized, multi-phase strategies to support individual teachers to improve effectiveness and student learning. Plans are informed by the summative evaluation and other inputs. Plans will vary widely in their approaches to teacher growth and development.

Dates are approximate

The Collaborative and Cyclical Nature of TED

New York State Education Law requires each school district and BOCES to conduct an Annual Professional Performance Review (APPR) of each teacher every year across all seven Teaching Standards. The district's collective bargaining agreements, teacher status (novice/non-tenured to more experienced/tenured) and past evaluation ratings all play a role in determining an evaluation process appropriate for each teacher. Nonetheless, each evaluation must adhere to a fairly predictable series of steps in order to meet the requirements for a fair and effective process.

TED incorporates a four-phase teacher evaluation process, characterized by a purposeful, spiraling, back-and-forth continuum of professional growth. Teacher evaluation informs teacher development, and vice versa. The individual phases of teacher evaluation and development — regardless of their discrete representation here — draw from one another, reference one another, and are informed by one another.

The spiraling interaction enables and contributes to an integrated and systemically aligned process that gains validity through a series of checks and balances. By consistently returning to the New York State Teaching Standards and the Teacher Practice Rubric as framing concepts for evaluation, all procedures — from self-reflection through the summative evaluation — reinforce one other.

Professional Conversations about Teaching Practice

When evaluators are trained in professional conversations, they are supported in building collaborative communities of trust. Throughout the TED process, evaluators and teachers are engaged in conversations designed to support and assist novice teachers, and to recognize and advance the skills and competence of more experienced teachers. Conversations may take place all year, but they are of particular importance during the phases of pre-conference (analysis of teaching artifacts), observation/evidence collection, and post-conference (review of student work). For these conversations to succeed, they must:

- Stay focused on teaching practice and student achievement;
- Share common understanding of rubrics, standards and teaching excellence; and
- Consider evidence in light of performance rubrics.

Through these conversations, evaluators and teachers share the responsibility for evaluation, explore their understanding of evaluative judgments, and offer informed opinions, reflections on practice, and constructive suggestions for teacher growth.
By referencing teacher self-reflection and goal setting, the professional conversation also acknowledges how teachers take charge of their learning through short- and long-term investments, and how they see their growth related to instructional, building, and district goals. Evaluators and teachers discuss these goals, engage in planning for professional learning, and strategize for the best match among evaluation measures and professional learning options.

Before the Evaluation Process Begins: Orientation

Early in the academic year, before the formal evaluation process begins, all teachers and evaluators should participate in a general orientation on the district's teacher evaluation process. Orientation serves to outline the evaluation process, identify the individuals involved, establish timeframes, distribute forms, clarify expectations, answer questions, and identify resources to assist the stakeholders in meeting their responsibilities throughout the process. Teachers, administrators and other evaluators must:

- Understand the scope and purpose of the new system of teacher evaluation and development.
- Determine dates for meetings and evaluation events.
- Identify preparation strategies for pre-conference/pre-observation.
- Become familiar with the New York State Teaching Standards and the Teacher Practice Rubric, forms, instruments, and procedures. This is especially important for new staff.
- Participate as needed in training regarding standards, instruments, scoring, and evaluation procedures.

Phase One: Self-reflection

Self-reflection is designed to allow all teachers to examine their performance, pedagogic beliefs, and teaching practices in relation to performance expectations described in the Teacher Practice Rubric. Regular and purposeful self-reflection is critical to increasing teacher effectiveness and student achievement. Self-reflection allows teachers to share their perspective on their professional and instructional practices.

A teacher can use self-reflection to highlight areas of concern, prepare evidence, explore dimensions of professional practice, and make visible connections between instructional practices and student achievement. The TED Workbook includes a form for self-reflection that should be completed by all teachers prior to being evaluated.

Self-reflection lays substantial groundwork for goal-setting — the focus of the annual evaluation — and professional learning plans. As a teacher reflects upon the challenges of the coming year, and in many cases, how classroom practice is designed to help all learners succeed, including English Language Learners and students with disabilities, opportunities are created for the refinement of practice, for differentiating instruction and for adjusting curricula. These opportunities are immediately applicable in goal-setting. (*See next page for a sample self-reflection.*)

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The colorful icons that appear in the next few pages refer to the four-phase process and are mirrored in the TED Workbook forms.

"I truly believe this evaluation model can help everyone at all levels."

Lisa Goldberg
North Syracuse Teacher

At the beginning of each school year, teachers self-reflect by reviewing the NYS Teaching Standards and the Teacher Practice Rubric in consideration of the needs of their incoming student population, changes in curriculum, and developments in content area, assessments, and school and community contexts. **Self-reflection bridges the goal-setting from the previous year's evaluation to a new school year context.**

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

   As I consider my class this year, I notice that there are 5 students that are going to receive AIS Math services and there are 2 students with a learning disability in reading. I will need to coordinate with our AIS specialist and resource teacher before the year begins. It will be important to be sure to have math manipulatives readily available and math writing scaffolding pieces in place from the beginning. As I plan reading instruction I will review the rubrics to refresh my understanding development of below level readers. In addition I have a student with specific physical needs. I may need to rearrange some areas of the room.

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

   This year my team is incorporating the new Common Core ELA standards into our instruction plans. We have begun to unpack the new learning standards this summer. We have been refining our implementation of the Daily Café (Daily 5) literacy instruction for the last two years so we should have a good understanding of that. In addition, we began to look at the Lucy Calkins Units of Study for writing. The question for us is: What adjustments do we need to make to help our students meet the new standards?

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

   As a grade level team, we will continue to collaborate as we implement the Calkins writing framework. There is a recently published companion that bridges the gap between the Common Core and the Writing Units of Study. The assessment components of the writing framework are particularly critical this year as we measure our students' progress toward the standards. My learning in the last few months has solidified my conviction that formative assessment is key to student growth. I have read and talked with colleagues about this and will make this a priority this year. I am scrutinizing each lesson for the answer to "Did my students get it? How do I know?" There are webinars available to further our understanding of our students' growth. I can ask our administrator if there are funds available.

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

   The new teacher evaluation system will definitely impact our school climate this year. Our school has volunteered to be one of the first to implement a revised observation process. I will play a leadership role in this pilot because of my previous work on this project. This will put increased demands on my time, so classroom instruction needs to be carefully monitored in order to maximize my students' learning. Also, it is likely that some colleagues will look to me for support during this evaluation process. This will be another challenge to my time management.

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

   Considering all of the factors discussed above, I am convinced that assessment will be the most important goal I have this year. It will be critical to use formative assessment to monitor my students' progress in terms of the new ELA Common Core learning standards especially as we implement the Calkins framework. It will also be important to make sure the demands on my time are not adversely affecting my students' growth. My professional learning plan will need to include a collaborative team focused on assessment. I will also explore webinars and other low-cost learning opportunities.

The TED Model

1 Self-Reflection	2 Multiple Measures: Analysis of Teaching Artifacts, Observations, Review of Student Work	3 Summative Evaluation	4 Goal Setting and Professional Learning Plan
Early in the school year	Sept./Oct. Mid-Year (Nov.-Mar.)	April/May	May/June

2A Pre-conference Analysis of Teaching Artifacts	2B Observations	2C Post-conference Review of Student Work	4 A & B Goal Setting & Professional Learning Plan
Criteria: Evidence of student development and performance	Criteria: Evidence of professional practice	Criteria: Evidence of student development and performance	Criteria: Evidence of effective relationships with students, parents and caregivers

All seven standards are assessed across this process.

Phase Two: Pre-Conference, Evidence Collection (Observation), and Post-Conference

2

TED suggests that a minimum of two observations be conducted as part of a teacher's annual evaluation. TED distinguishes a *formal* observation from an *informal* observation. A formal observation is preceded by the pre-conference and succeeded by a post-conference.

Districts may negotiate the structure and distribution of observations for their local process; districts may opt for multiple observations for the entire 60-point portion of teacher professional practice. *(A number of scoring distributions are described in the TED Workbook.)*

2A: Pre-Conference /Analysis of Artifacts of Teacher Practice/Planning and Decision-Making

Regardless of which measures are selected for collecting evidence on teacher practice and student learning/achievement, every teacher and evaluator should participate in a collaborative pre-conference. During this meeting, the teacher and evaluator explore self-reflection, goal-setting, and professional learning options. Preparation for the evaluation includes identifying the measure(s), the expectations of the teacher and evaluator, and the review of any relevant documentation. (*For a lesson plan template, see the TED Workbook.*)

The pre-conference is an opportunity for the evaluator to begin to collect evidence related to the lesson(s) to be observed, and an opportunity to examine teaching/instructional artifacts (such as lesson and unit plans, teacher assignments, student work, assessments, scoring rubrics, etc. related to the teaching standards). Evidence of a teacher's planning and development of learning activities and opportunities can be determined from these artifacts related to the Teaching Standards. They can be judged on criteria such as rigor, comprehensiveness, alignment with standards, and intellectual demand. (Prior to the pre-conference, the teacher should submit the lesson plan for the scheduled observation in a timely manner, and prepare a presentation on the instructional planning that preceded it.)

When the teacher presents artifactual evidence, its value must be assessed in terms of the standards to which it is aligned to document effectiveness. Artifactual evidence must meet criteria for validity, appropriateness, completeness, and consistency, among other criteria. Artifactual evidence might be most effectively evaluated when the teacher and evaluator reflect on the evidence, and the evaluator then provides some immediate feedback. The opportunity for both evaluator and teacher to offer explanations and interpretations can result in a rich, informative discussion.

During this phase of the evaluation, the teacher and the evaluator will engage in a professional conversation about the lesson plan and other artifacts, or simply engage in a discussion or question-and-answer session to assess how the teacher's plan and related data and responses are correlated with the performance rubrics and teaching and learning standards.

The following example, taken from the *TED Workbook*, describes the evidence (for Elements of Standards 1) one evaluator recorded during a pre-conference:

Elements	Performance Indicators	Evidence/Notes
1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	a. Describes developmental characteristics of students b. Creates developmentally appropriate lessons	*T (teacher) LP (lesson plan) references socio-economic levels of Ss (students); references reading levels of Ss; discusses student absenteeism and impact on instruction*
1.2 Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.	a. Uses strategies to support learning and language acquisition b. Uses current research	*T plans group discussion and review of prior chaps as anticipatory set; LP language-based with literary terms, vocab, story elements; T provides graphic organizer that supports Ss compilation and sorting of information*

"It's very exciting to me as an administrator. It's time-consuming but the new process leads to much more meaningful dialogue about the practice of teaching. It goes way beyond talking about a test score, or what's wrong and right."

Scott Brown
Marlboro Principal

25

2B: Observation/Evidence Collection

2B

During the observation phase, evidence is collected during a scheduled classroom observation and other planned activities (such as team meetings, child study reviews, or conducting a professional development activity for other teachers, etc.) The evaluator collects evidence related to the performance of the teacher in the classroom or other settings, such as the interactions of the teacher with the students, the instructional strategies employed, the communication strategies the teacher utilizes, routines and procedures, pacing, questioning and discussion strategies, feedback to students, and many other dimensions of performance.

The example below, taken from the TED Workbook, describes the evidence (for Elements of Standards 3 and 4) one evaluator recorded during an observation:

Elements	Performance Indicators	Evidence/Notes
3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.	a. Uses formative assessment b. Provides feedback during and after instruction c. Adjusts pacing	*T circulates classroom; Ss engaged in elbow partner/sm group work; T clarified questions; T explained that she would move on to next task as she saw most were done with assigned task*
4.1. Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	a. Interacts with students b. Supports student diversity c. Reinforces positive interactions among students	*T greets entering Ss by name; called on hand-raisers by name; offered supportive praise to individual students during task; no negative interactions (T–S or S–S) observed throughout duration of OB; Ss appear actively engaged and on task*

2C: Post-Conference/ Structured Review of Student Work

As soon as possible after the teacher has been observed, the teacher and evaluator should participate in a post-observation/conference that offers the teacher the opportunity to examine student work and reflect on the success of the lesson. The structured review of student work measures the effect of instruction on student learning and may provide an insightful review of student learning results over time. Student work samples may help to better identify which elements of teaching relate more directly to increased student learning than standardized test scores. While the forms student work can take are virtually unlimited (drafts, essay, composition, artwork, research projects), those most conducive to productive conversation encompass both what and how students are learning, whether individually created or as a group collaboration.

During the post-conference, the teacher may offer additional analysis of the presentation, including insights on the capacity of the evidence to best represent teacher effectiveness in light of the standards. These are discussed and finalized. Teacher and evaluator discuss next steps, including the focus of additional formal/informal observations, for teacher's professional growth.

The example below, taken from the TED Workbook, describes the evidence (for Elements of Standards 5) one evaluator recorded during a post-conference:

Elements	Performance Indicators	Evidence/Notes
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.	a. Use assessments to establish learning goals and inform instruction b. Measures and records student achievement c. Aligns assessments to learning goals d. Implements accommodations and modifications	*T provides immediate feedback to SS with encouragement "excellent, nice job! Very nice, absolutely!" T rephrased SS answers, allowed for peer support; T provided visual accomodations for SS such as pre-organizers and pre-formatted vocabulary sentences*
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	a. Analyzes assessment data b. Uses assessment data to set goals and provide feedback to students c. Engages students in self-assessment	*T provided written feedback to SS; T asked SS to identify gaps in their understanding; provided supportive rubric that outlined different levels of comprehension; engaged SS in self-evaluation*

Phase Three: Summative Evaluation

3

The **summative evaluation** is the cumulative result of all evidence collected through the observation and other measures of teaching practice and student achievement. During this meeting, the evaluator and teacher discuss the scores and analysis of locally selected measures of student achievement, the scores and analysis of measures of student growth, and the score and analysis of teacher professional practice. The summative evaluation should also include the rationale supporting the final conclusion.

The summative evaluation should note both teacher strengths and areas in need of improvement, and make specific recommendations to support the teacher's growth. These recommendations may be for specific professional development, for mentoring, for coaching, for special programs to improve particular areas of concern, for exploring potential career ladder opportunities or other recommendations.

All scores are compiled to arrive at the final **Composite Score of Teacher Effectiveness.**

4

Teachers must countersign any evaluation. Further, consistent with the school district's locally negotiated appeals process, a teacher may challenge the district's Annual Professional Performance Review.

Phase Four: Goal-Setting and the Professional Learning Plan

4A

In goal-setting, teachers have the opportunity to identify ways to enhance their instructional practice and student achievement, as well as tie their learning goals to the attainment of school and district goals. Goal-setting is likewise an opportunity to focus attention on skill building in very specific ways, or to explore new avenues for enhancing student learning.

Goals may identify work that a teacher intends to pursue as an individual, or efforts that require the contributions of partners or the participation of team members.

Goal-setting should be regarded as a collaborative activity between a teacher and the evaluator. Although goal-setting and self-reflection are ongoing professional practices, formal goal-setting generally takes place in the early part of the academic year and a review of goals may coincide with the pre-conference.

Goal-setting serves many functions. It helps the teacher to clarify ambitions for self and classroom, based on standards, such as "becoming a better time manager," "improving assessment design" or "increase use of disciplinary language during instruction." It helps the teacher to identify which of her ambitions are within the scope and reach of the school district; a teacher's goals help determine the type and amount of differentiated professional development the teacher should receive. Goal-setting also empowers the

district to plan for the distribution of resources, particularly in professional development, and further to strategically plan based on the anticipated contributions of its teachers.

Each teacher's current effectiveness rating bears significantly on the latitude to set goals. A teacher who, for example, has a "developing" rating is expected to focus on goals that improve performance relative to the deficiencies and Teaching Standards noted in a less-than-effective rating. A teacher, on the other hand, who has a "highly effective" rating may propose goals that are less prescribed (yet still closely related to the Teaching Standards), and may venture into goals characterized by intense subject area interest, research and other forms of exploration that could lead to career ladder opportunities.

TED calls for the teacher and evaluator to hold a mid-year review of goal progress following at least one formal observation. Additional meetings may be scheduled as necessary, and the final summative evaluation report must account for a teacher's activities vis-à-vis goals.

What makes a good goal? Many guidelines have been proposed to measure the integrity and appropriateness of any goal. When the administrator and teacher initiate the process of collaboratively reviewing goals, each should scrutinize the goals with an eye on the following questions:

1. Are the goals aligned with the New York State Teaching Standards?
2. Are these goals based on valid evidence and data? Does reaching these goals require any additional resources and are such resources available?
3. Are the goals clearly tied to the needs of students or the classroom? (Based on student performance measures?)
4. Are the goals clearly tied to the needs of the teacher (as identified in a previous evaluation, and/or identified in self-reflection)?
5. Are the goals clearly tied to the needs of the school or district (such as those identified in the School Improvement Plan)?
6. What evidence signals goal completion?
7. Are the goals clearly stated (the specifics of who, what, where, when, etc.)?
8. Is the data on which the teacher has based the goals compelling and quantifiable?
9. Finally, in order to achieve these goals, does the teacher require any specific assistance?

In order to set goals, the teacher should draw on specific data, which may include the product or conclusions of self-reflection; the results of any surveys or other data concerning the conditions affecting teaching and learning in her school; student growth data or on other sources.

Translating Goal-Setting into Learning Plans

The teacher whose evaluation results in a rating of "effective" or "highly effective" will develop an individual Professional Learning Plan (PLP) that identifies goals and strategies to attain them. The plan will outline specific professional learning and the pro-

cedures used to document progress. The focus of the learning plan is to support professional development activities that are of value to teachers and that are planned to improve student and school results. The activities should be designed to support learning among all teachers. Teachers at different stages in their careers have different needs and expertise, and these should be considered in the creation of the plan.

After the summative evaluation and goal-setting process, a targeted PLP serves to bridge the gap between teacher practice and predetermined performance standards. PLPs take their formative cues from elements of teacher performance identified in the evaluation process. Once initiated, the plan should be periodically revisited many times during the year, progress assessed, goals re-scaled or re-focused, and the plan should be adjusted to reflect a teacher's progress. (*See the TED Workbook for forms for Goal-Setting and Professional Learning Plans.*)

While the impetus for the Professional Learning Plan is the result of the initial teacher evaluation, the formulation of the PLP should not be regarded as a singular event, but as a constantly evolving protocol for assessing a teacher's ambitions, goals, and areas in need of improvement or growth, and how these align with both the New York State Teaching Standards and other school initiatives related to improving student achievement.

Professional Learning Plans are, in effect, customized, multi-phase strategies to support individual teachers to improve effectiveness and student learning. Individual evaluation results should be used by the teacher, evaluator, and professional developer to plan how a teacher might move from one level to another in any particular performance indicator in the Teacher Practice Rubric.

Some forms of Professional Learning Plans are closely prescribed, such as a TIP (Teacher Improvement Plan for "ineffective" and "developing" teachers). From district to district, plans will vary widely in their approaches to teacher growth and development, and may incorporate a range of strategies, from study groups to mentoring, from coaching to co-teaching, and many other methods.

Professional Learning Plan (PLP)
(for teachers rated *"effective"* or *"highly effective"*)

4B

Where a teacher's practice is determined to be "effective," a growth system suggests that collaborative problem-solving around inquiry has been shown to be the most effective in sustaining reflective practice and encouraging continuous development. Practices such as goal-setting, especially with teams, study groups, inquiry projects, data analysis, lesson study, etc, have been shown to have a high degree of success. Where a teacher's practice is determined to be "highly effective," taking a lead role in the professional development of other teachers can challenge and sustain growth of accomplished teachers.

The Teacher Improvement Plan (TIP)
(for teachers rated *"developing"* or *"ineffective"*)

For teachers who are 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 prior to the opening of classes for the school year.

According to locally negotiated procedures, the improvement plan should clearly specify in writing the areas needing improvement, a timeline for achieving improvement, the manner in which improvement will be assessed and where appropriate, differentiated activities to support a teachers' improvement in those areas.

Two consecutive "ineffective" annual evaluations constitute significant evidence of incompetence. A pattern of ineffective teaching or performance shall be defined to mean two consecutive annual "ineffective" ratings received by a classroom teacher pursuant to annual performance review. A teacher may challenge the substance of the performance review for alleged violations of rating procedures and reviews of the ratings themselves (*see Appeals Process*).

The district will be required to document that a TIP based upon two "ineffective" ratings was developed and implemented and multiple opportunities for improvement and supports have been afforded to the teacher that have not resulted in improvement in performance, student achievement or both, before any disciplinary action based on a pattern of ineffective teaching can be taken against a teacher.

"Developing" teachers must also be provided appropriate development opportunities through a Teacher Improvement Plan (TIP). The focus of their development would be to move into the "effective" category over a reasonable span of time as specified in the teacher's TIP. While the specifics of a reasonable span of time may differ for teachers depending on their level of experience, in general developing teachers should move to an effective rating within the next school year.

Where a teacher's practice is determined to be "ineffective" or "developing," research indicates a sustained ongoing coaching program has been found to be most effective. Several studies have found that teachers who receive coaching are more likely to attain the desired teaching practices and apply them more appropriately than teachers receiving more traditional professional development (Showers & Joyce, 1996; Neufeld & Roper, 2003; Knight, 2004; Kohler, Crilley, Shearer, & Good, 1997)

The Evaluation and Development Cycle

The length of any evaluation cycle is a matter for local negotiation. One of the TED system's unique features is its capacity to accommodate multi-year-planning, thus empowering teachers to embark on multi-year opportunities in professional learning, to build sustained communities of practice, and to create opportunities for long-term collaboration.

In a three-year cycle, for example, although teachers are formally observed each year, and although their composite scores are compiled through a similar set of measures from year-to-year, the parallel cycle of professional learning across the same three years may vary significantly.

Based on a teacher's prior Annual Professional Performance Review (APPR), different options may apply to teachers in Years One, Two, or Three (or more). Consequent to the summative evaluation, a teacher's effectiveness rating shapes options for Professional Learning Plans and options for the evaluation method in Year Two.

For example, if a teacher's practice is determined in Year One to be "effective" or "highly effective," a wide range of professional learning opportunities may be offered; likewise, in Year Two, the teacher and evaluator may agree to select other methods in addition to the annual observation by which practices related to each of the State Teaching Standards will be evaluated. If the teacher's effectiveness rating remains "effective" or "highly effective" in Year Two, then the options for professional learning and evaluation in Year Three remain the same. After Year Three, the cycle may repeat.

However, if in Year One, (or in any subsequent year), a teacher's practice is determined to be "developing" or "ineffective," professional learning will be more structured, consistent with the requirements for a Teacher Improvement Plan (TIP). The content of this plan is prescribed, but minimally it should be designed to address areas in need of improvement, and provide a teacher with substantial support. Teachers who receive a rating of "developing" or "ineffective" as a result of an evaluation conducted after July 1, 2011 (and thereafter) must receive a TIP focused on supporting that teacher's growth as soon as practicable but *no later than 10 days* after they report to work in September.

Albany teachers discuss qualities of good teaching.

VII. Rating and Scoring Teacher Effectiveness

Computing a Composite Score of Teacher Effectiveness

The composite score comprises three distinct subcomponents. (*See the worksheet, right, from the TED Workbook.*) These subcomponents are designed to work together to create a composite score of teacher effectiveness. Collective bargaining will determine a number of conditions and calculations related to the subcomponents.

Measures of Teacher Professional Practice (60 points)

The 60 points assigned to Measures of Teacher Professional Practice are tied to an average rubric score from 1 (ineffective) to 4 (highly effective). This score must be converted to a value between 0-60 by using a **locally negotiated conversion scale,** which will determine the range for the rating categories for this subcomponent. A detailed conversion chart allows districts to convert any average rubric score to a specific conversion score for this subcomponent.

Composite Score

Worksheet: Calculating the Composite Score of Teacher Effectiveness

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

Identify in which scoring range the composite score falls to determine a final effectiveness rating.

- ☐ Highly Effective: 91-100
- ☐ Effective: 75-90
- ☐ Developing: 65-74
- ☐ Ineffective: 0-64

Final effectiveness rating: _____

Teacher_____ Date_____

Evaluator _____ Date_____

Example: Calculating Ms. Rivera's Score of Teacher Professional Practice (Subcomponent A)

A local and school district agree to use the **Teacher Practice Rubric** with a 1-4 scale, with all teaching standards weighted equally. The collective bargaining agreement indicated the measures to be used to gather evidence of the teacher's practice being assessed with the rubric.

Every teacher must be annually assessed on each of the seven standards, but not necessarily on all of the Elements of each Standard. For Ms. Rivera, who is a hypothetical new teacher for the purposes of this illustration, the local union and district agree that for each Standard, she will be evaluated on all performance indicators for each of the elements. After gathering evidence, the evaluator scores each performance indicator, adds the scores, and divides the total score by the number of indicators. Finally, the individual Standard scores are added and divided by 7.

Composite Score

Worksheet: Calculating the Composite Score of Teacher Effectiveness

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

☐ Highly Effective: 91-100

☐ Effective: 75-90

☐ Developing: 65-74

☐ Ineffective: 0-64

Final effectiveness rating: _____

Teacher_____ **Date**_____

Evaluator _____ **Date**_____

For example, Standard 1 has six elements. Each Element has one or two performance indicators. In order to calculate Ms. Rivera's score for each Standard, each performance indicator must be scored (1-4) as below:

Standard 1	Score
Element 1	
Performance Indicator 1	4
Performance Indicator 2	4
Element 2	
Performance Indicator 1	3
Performance Indicator 2	4
Element 3	
Performance Indicator 1	4
Element 4	
Performance Indicator 1	4
Element 5	
Performance Indicator 1	3
Performance Indicator 2	4
Element 6	
Performance Indicator 1	4
Total	38
Divide by # of Indicators	38/10
Final score for Standard 1	3.8

Ms. Rivera's total score is based on ratings for all seven Standards:

Standard 1 = 3.8
Standard 2 = 3.6
Standard 3 = 2.4
Standard 4 = 2.1
Standard 5 = 3.0
Standard 6 = 2.0
Standard 7 = 3.2
Total: 20.1

The total score is divided by the number of standards: 20.1 / 7 = 2.9

Since the district and local agreed that the standards and the elements within those standards would weigh equally on the teacher score, Ms. Rivera's 60 points score would be based on the rubric's standards average of 2.9. By using a locally negotiated conversion chart, Ms. Rivera would receive a score of 52.6 out of 60, which falls within the "effective" range for this subcomponent.

Local Measures of Student Achievement (20 points)
(Subcomponent B)

After determining what rigorous and comparable local multiple measures will be used across classrooms, the outcomes/scores of the local measures should be converted to a single score. This score must be expressed as a value from 0-20 by using a **locally negotiated conversion scale.** A detailed conversion chart allows districts to convert any compilation of local measures to a specific score for this subcomponent.

Bands created by the State Education Department for this subcomponent (see chart) determine the percentile ranking scores for each category.

For example: The local and school district agreed to use the following assessments, weighted equally, as the 20 percent local measures of student achievement across all seventh-grade ELA classes in the district: midterm assessment, specific end-of-unit performance assessment (scored with a rubric on a 1-100 scale), the class final assessment and the final research paper (scored with a rubric on a 1-100 scale).

Ms. Rivera's class averages on all assessments are as follows:

Midterm	=	85
Performance assessment	=	50
Final assessment	=	82
Final research paper	=	71
Total	=	288

288 / 4 (number of assessments) = 72

Since the district and local agreed that the measures would weigh equally on the teacher score, Ms. Rivera's local subcomponent score would be based on the class's average of 72. By using a conversion chart, Ms. Rivera would receive a score of 14.4 out of 20, which falls within the "effective" range for this subcomponent.

This example highlights the importance of using multiple measures. If Ms. Rivera's score was based only on the class's average score on the performance assessment her score would have been 10 of the 20 points, which would have put her in the "developing" range for this subcomponent.

Student Growth Score (20 points)
(Subcomponent C)

The State Education Department will provide each teacher a Teacher Student Growth Percentile (TSGPS) score based on the state assessments, which will be converted to a 0-20 point scale. For example: Ms. Rivera's TSGPS was determined by the State's conversion scale to be 15, an "effective" rating.

Composite Scoring

After evidence obtained by multiple measures of practice is collected, a **composite score** of those measures is produced to determine a teacher effectiveness **rating category.**

The use of teacher effectiveness rating categories is required by regulation. Ratings may be "highly effective," "effective," "developing," and "ineffective," with explicit minimum and maximum scoring ranges of the 100 points for each category (*see table, below*). Each school district/BOCES must ensure that the rating category assigned to each classroom teacher is determined by a single composite effectiveness score that is calculated based on the scores received by the teacher in each of the subcomponents (measures).

Using the examples above, Ms. Rivera's Composite Score of Teacher Effectiveness is computed:

(A) Measures of Teacher Professional Practice	52.6
(B) Local Measures of Student Achievement	14.4
(C) Student Growth Score (TSGPS)	15.0
Total	82.0
Effectiveness Rating:	
Effective	

How are the four quality rating categories defined[2]?

Highly Effective means a teacher who is **performing at a higher level than typically expected.**

Effective means a teacher who is determined to be **performing at the level typically expected.**

Developing means a teacher, who is **not performing at the level typically expected of a teacher and the reviewer determines that the teacher needs to make improvements.**

Ineffective means a teacher whose **performance is falling significantly short of acceptable.**

Quality-rating Category Definitions[3]; Subcomponent and Composite Scoring Ranges 2011-12			
Level	**Student Growth on State Assessments (or Other Comparable Measures** (20 points)	**Locally Selected Measures of Student Achievement** (20 points)	**Other Measures of Teacher Effectiveness** (60 points)
Highly Effective	Results are well above State average for similar students (or district goals if no State test). Range: 18-20	Results are well above district- or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject. Range: 18-20	Overall performance and results exceed standards. *Scoring range is locally negotiated.*
Effective	Results meet State average for similar students (or district goals if no State test). Range: 12-17	Results meet district- or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject. Range: 12-17	Overall performance and results meet standards. *Scoring range is locally negotiated.*
Developing	Results are below State average for similar students (or district goals if no State test). Range: 3-11	Results are below district- or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject. Range: 3-11	Overall performance and results need improvement in order to meet standards *Scoring range is locally negotiated.*
Ineffective	Results are well below State average for similar students (or district goals if no State test). Range: 0-2	Results are well below district- or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject. Range: 0-2	Overall performance and results are well below standards. *Scoring range is locally negotiated.*

[2] As defined by the New York State Education Department.
[3] As defined by the New York State Education Department.

Collective bargaining plays a significant role in determining scoring and effectiveness ratings and processes. For example, the scoring ranges for teacher professional practice (the 60-point portion of the composite score) must be locally negotiated. Likewise, conversion tables (if a district is using an alternate scoring methodology) must also be locally negotiated for local achievement measures.

Evaluators from the pilot districts spent a week in intensive training learning how to use the Teacher Practice Rubric. Albany teacher Sara McGraw, standing, compares notes with principal Vibetta Sanders. At right is principal Rosalind Gaines-Harrell.

VIII. Developing and Supporting Teachers

The Teacher Evaluation and Development (TED) system is designed to serve as both a formative and summative assessment to foster and support teacher growth. The formative aspect of the evaluation system guides the focus on professional growth and improving practice. *(How can the individual teacher improve?)* The summative evaluation component guides the rating decision. *(How well is an individual teacher doing?)* Professional growth and evaluation are integrally related. Interconnected like gears, teacher development and support, coupled with evaluation, provide the energy that moves the continuous improvement system forward. This "feedback loop" is the foundation of the system of continuous improvement that underlies the TED system.

> To ensure student achievement by fostering teachers' professional growth is the overriding goal of the integrated Teacher Evaluation and Development (TED) system.

This section provides a collaborative process involving teachers and evaluators in crafting individual Professional Learning Plans (PLP) or Teacher Improvement Plans (TIP) that guide and foster sustained professional learning.

The purpose of an individual PLP is to create an action plan for addressing the development of the individual educator by enhancing knowledge and skills and thus the quality of student learning. As a PLP is developed, teachers will find substantial guidance by consulting NYS Standard 6 (Professional Collaboration and Responsibilities) and Standard 7 (Professional Growth). The Teacher Practice Rubric provides descriptions of evidence for meeting these standards at various levels of the rating categories.

The time and financial investment made in effective professional development impacts both educator and student performance. Professional Learning Plans and Teacher Improvement Plans must be undergirded by a system of support that provides:

- The time, space, structures, and support to engage in differentiated professional development, such as teacher collaborative learning time, that is common to all teachers, distinct from planning time, and protected from administrative duties.

- Procedures to support school-targeted professional development for individual and school improvement goals such as opportunities for interclass visitations or collaborative teaching.

- Opportunities to develop professional learning community skills, and norms and skills for collaboration, including conflict resolution, problem-solving strategies, and consensus building.

High quality professional development holds great promise to support and improve teachers' practice and effectiveness over the long term (Darling-Hammond, et al. 2009). Unfortunately, many professional learning activities are disconnected from practice and school improvement goals and not designed to meet the needs of adult learners. (See table, *next page,* to explore characteristics of high quality professional development.) It is essential that districts begin now to plan how they will leverage existing programs and create new professional development strategies to support teacher development as an essential element of supporting the evaluation system.

Differentiated Professional Development

Professional development designed in response to teacher evaluation should consider both the appropriate learning goals and the system of support for attainment of those goals. Professional Learning Plans create an action plan to support teachers as they move through a continuum of growth through their careers.

Teachers and evaluators should explore a variety of professional learning opportunities that will impact a teacher's classroom practices and are aligned with school/district improvement goals. Support for targeted professional learning plans should address multiple learning opportunities aligned closely with intended outcomes. The teacher in conjunction with his/her evaluator may consider team-based professional learning opportunities as well as individual learning.

Opportunities can be organized into four general categories of support:

- **Formal.** Support for professional learning through formal/traditional training and professional development; workshops, action research, etc.

- **Specialist.** Staff support such as specialists, coaches, mentors, and consulting teachers.

- **Curricular.** Support for the development of curriculum and material resources, such as benchmark assessments, or developing thematic units.

- **Collaborative/informal.** Learning supported in informal structures, such as collegial community and collaboration in the school, critical friends, professional learning communities.

A high quality PLP contains opportunities for a teacher that are (1) district-provided professional learning opportunities, (2) school-based team experiences, and (3) individual opportunities provided outside the district. A targeted professional learning plan will blend traditional individual professional learning (such as formal coursework, workshops and institutes sponsored by professional associations, colleges and training organizations) with job-embedded professional learning (such as collaborative/informal critical friends, professional learning communities).

Characteristics of current professional development	Effective professional development (Congruent with adult learning principles, research on teachers' career development, and characteristics of effective professional learning) (Table adapted from McCrel, 2005)	
The average time span of a professional activity was less than a week; the average amount of contact hours per activity was 25 and the median was 15.	**Duration** *From 30-100 hours*	Substantial contact hours of PD spread over six to 12 months showed a positive and significant effect on student achievement gains. Intensive PD efforts that offered an average of 49 hours/year boosted student achievement by approximately 21 percentile points (Hammond, 2009).
Most activities did not have a major emphasis on content.	**Focus** *On content and pedagogy*	Professional development focused on the teaching and learning of content is most likely to be associated with positive change in teacher practice (Blank & de las Alas, 2009).
Most activities were lecture/demonstration with no opportunity for in-school support.	**Adult Learning Principles** *Presentation, practice, feedback, and coaching (Joyce and Showers, 2002)*	Methods leading to active learning, rather than a stand-and-deliver model, were demonstrably more effective. Whether by coaching or other means, teachers need concrete examples of how new knowledge about content and teaching can be integrated into practice (Grant et al., 1996).
Most activities had limited coherence.	**Organization** *Coherent*	A fragmented system of standards, assessments, and teacher evaluation will frustrate teachers and hinder application of their professional learning.
Most activities did not have collective participation.	**Participation** *Team*	Characterized by collective participation of educators (in the form of grade-level or school-level teams).

"I loved the mentoring part of it. For new teachers, it's really going to make the transition from student to teacher much easier."

Alicia Hudak
Marlboro Teacher

Developing and Implementing the Professional Learning Plan

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. Plans may be designed to meet the needs of individuals or groups. Plans should link evaluation outcomes with the building/student achievement goals, or with district comprehensive school improvement plans. Goals should also align 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	Aligns with Standard
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 practice.	Individual	One year	Standard 3: Instructional Practice
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). It should clearly relate to the teaching discipline/school improvement plan.	Individual/ more commonly team	Two to three years	Standard 7: Professional Growth
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	Standard 6: Professional Responsibilities and Collaboration
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	Standard 2: Knowledge of Content and Instructional Planning
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	Standard 3: Instructional Practice
Completing Requirements for Licensing Endorsements	Focus on completing the endorsement requirements to instruct the students that 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 conditional license may work on completing the requirements as part of a professional learning plan.	Individual	One year	Standard 6: Professional Responsibilities and Collaboration Standard 7: Professional Growth

The Scope of an Individual Professional Learning Plan

A Professional Learning Plan (PLP) is a fluid, focused plan of teacher development and support that is formulated in light of evaluation results, student needs, and district and school improvement priorities. It may be revised and modified throughout the year. Essentially, the process of formulating a successful PLP relies on three steps:

- Goal-setting
- Plan development/implementation
- Progress review and evaluation

Step 1: Goal-Setting

Before writing a PLP, the teacher and evaluator will review the teacher's summative evaluation report. The teacher should set goals in light of the growth areas identified and the evidence that would support growth.

In order to target a professional learning plan for maximum success, goals must be stated with the utmost clarity. The following questions help teachers to focus on the key attributes of well-structured goals:

- In addition to the results of my evaluation, what data is available to inform my goals?
- How do the schools' goals and improvement plan impact my goals?
- What skills, knowledge, or ability do I want to gain?
- What impact on student learning should drive my goal-setting?
- How will I know I have accomplished my goals?
- Based on data, what do I know about my students' needs?
- How can I improve or strengthen my practice?
- How can I work with others to address my goals?
- How can I integrate the professional development strategies in my instructional and professional practices?

Goals describe the end result that is desired, with a focus on result, impact, or outcomes that align with district or building priorities. Goals should be specific, measurable, attainable, relevant or realistic, and timely. For example: *95% of my ninth grade students (specific) will score a 3.5 or higher (attainable) as measured on the School Mock Writing (relevant) Assessment (measurable) in March (timely).*

> • Once a teacher's annual evaluation has been completed, the evaluation results inform goal-setting for professional growth.
>
> • The Professional Learning Plan (PLP) is designed to achieve these growth goals; must identify activities, strategies, resources, and timelines.
>
> • At midyear (or other time), progress toward goals should be reviewed, and the plan may be adjusted.

Step 2: Plan development and implementation:
Objectives and activities

   Goals identify ideal outcomes or results for efforts. But often, realizing goals requires more than effort. Sometimes, resources must be marshaled, timelines established, and partners identified.

   Objectives are observable and verifiable actions that lead to goal attainment. Objectives describe how a goal promotes professional growth and how professional growth will have an effect on student learning.

   Goals will answer the question, *What do I want to have happen?*
   Objectives will address the question, *How do I get there?*

   The teacher and the evaluator should discuss the plan to assure that it is in alignment with the New York State Teaching Standards and agree upon the projected number of hours that will be devoted to the learning plan.

   Objectives are supported by activities that are appropriate for the intended outcomes and indicators. The activities outline the actions, steps, timeline, and resources that will lead to the achievement of objectives and goal(s) for professional growth and have an effect on student learning. The activities may draw upon a wide array of types of professional development. Some activities may be completed in a year or less. Others may take longer to complete. Effective professional development requires adequate resources, including time, trained experts/consultants, facilities, equipment, and money.

   Careful planning by the teacher and evaluator can identify what resources are needed and ensure that they are available. When creating a PLP, teachers and evaluators should discuss the kinds of professional learning (both collaborative and individual) that would deepen the teacher's knowledge of content, pedagogy, and social-emotional learning.

   Teachers should consider options that provide sustained, intensive, and collaborative team-based opportunities to benefit from learning with colleagues. Individual professional learning should also be considered, such as individual action research, sabbaticals, fellowships, internships, curriculum review, portfolio development, and contributions to professional literature. Identifying professional learning that supports and/or enhances student learning, such as grant writing, mentoring a pre-service or novice teacher, professional service on boards or committees, teaching a course or making presentations, or developing curriculum, may contribute to an effective, comprehensive PLP.

Step 3: Progress review and evaluation

The Professional Learning Plan should include a method for determining progress on the professional growth goals included in the learning plan. Evidence that describes or documents meeting the goals could be collected on an ongoing basis as specified in the PLP. Evidence can range from the results of assessments linked to the goal, samples of student work, changes in lesson plans (e.g., indicates student growth, how planning occurred, etc.) over time, and effect on student learning, action research projects and results. By setting outcomes and indicators that are observable and measurable, the planning process effectively creates a framework for determining whether the professional learner achieves the intended outcomes.

Adjustments to professional goals may occur at any time during the year, but a specified time for goal-progress review reinforces professional practice, supports relationship-building between and among teachers and administrators, and provides districts with opportunities to assess the alignment of professional learning with district and building-level goals. Throughout the goal assessment process, the Teacher Practice Rubric and the New York State Teaching Standards also serve as frameworks for goal alignment.

Systems of Support

Each school district must develop, adopt and implement an annual professional development plan (PDP) which describes how the district will provide all of its teachers with substantial professional development (Reg 100.2 (dd)). The plan must be developed collaboratively with a professional development team and describe the alignment of professional development with NYS learning standards and assessments, student needs and teacher capacities, and describe the manner in which the district will measure the impact of professional development on student achievement and teachers' practices. A district PDP plan should be crafted to support Professional Learning Plans for individuals and teams of teachers so that goals for improvement can be scaffolded from the classroom to whole school reform initiatives. The district PDP should support professional development that is articulated across grade levels, continuous and sustained and use methods and approaches that have been shown to be effective.

Professional learning for teacher development 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 to create school-level support groups and a "critical mass" for instructional change. Through these collaborative professional opportunities, teachers develop collective responsibility for student learning and can tap the internal expertise among their colleagues and leverage outside expertise to supplement internal efforts.

Knowledge exchange can take place when departmental, grade-level, or "vertical" (i.e., across grade levels) teams of teachers engage in "interactive, integrative, practical, and results-oriented" work (Fogarty & Pete, 2009). Activities include designs such as mentoring, coaching, lesson study, action research, peer observation, examining student work, and using a technology platform for blogging and virtual communities.

For these robust learning experiences to flourish, systems of support are required that are integral to the internal structure of how the schools function. A system focused on improving teaching practice and promoting student learning not only includes procedures for assessing individual teachers' knowledge and skills, but also has systems of support that provide for the continuous improvement of all teachers — high-quality supports that are the hallmark of effective professional development.

Systems of support must be part of a school district's operational structures and permeate the work of the organization. They should be viewed as an integral part of teachers' and principals' work (as well as all district and school-based staff) and as a catalyst for addressing students' learning challenges rather than a narrow understanding of professional development

> 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 between individual, school, and district improvement plans and result in greater coherence across the system.

limited to its role as a fixer. Targeted professional development is *part* of the overall team and school-wide professional learning for content areas, grade levels and district learning goals.

Systems of support must be available throughout a teacher's career, from initial hiring through advancement, and must include a system whereby teachers identified as not meeting teaching standards are provided sufficient opportunity to improve their teaching.

"I found the format easy to use and not as time-consuming as I feared. The reflective piece was interesting, taking a look at what you would have done differently."

Kelly Montemorra
Marlboro teacher

Peer Assistance and Review (PAR)

An essential component of the TED system is its Peer Assistance and Review (PAR) program, which is based on shared labor/management accountability and responsibility for creating a culture to enhance teaching practices and student learning. It is a model that is comprehensive enough to fully integrate evaluation and professional development, yet flexible enough to be customized through collective bargaining at the local level. With New York State standards serving as the roots of the TED system, and the Teacher Practice Rubric comprising its branches, PAR can provide the focused opportunities for all teachers to experience professional growth.

A PAR framework was developed by the labor/management teams from Albany, Hempstead, Marlboro, North Syracuse, Plattsburgh, and Poughkeepsie and subsequently piloted by the project districts. The teams built on the successes of pioneering PAR programs that were created through collective bargaining in Kenmore (1986), Rochester (1986) and Syracuse (2003) and the original PAR program in Toledo, Ohio.

PAR has as its primary purpose to provide an effective mentoring and evaluation process for new teachers and for veteran teachers to enhance their professional growth. PAR is a comprehensive program designed to be forged through collective bargaining at the district level. The elements of PAR must be compatible, complementary, and coherent — an outcome achieved through effective labor/management collaboration.

PAR represents a significant departure from the historical practice of top-down, episodic teacher evaluations. Like any organizational change, it requires the involvement of all stakeholders, and must be well communicated and consistently implemented. While such change is not easy, union leaders and administrators who have experience with PAR say that its benefits quickly become apparent as PAR generates a positive climate of increased support for teacher growth and student learning. PAR is a cultural shift from the traditional and often isolating paradigm of a teacher working alone in a classroom. Instead it establishes a continuum of professional development and support, where beginning teachers are mentored, struggling teachers are coached, and master teachers find their own practice enhanced by the sustained professional dialogue that is fundamental to PAR.

> The Innovation Team's model is designed with the following purposes in mind:
> - To foster collaboration among professional educators in order to improve teaching and learning
> - To ensure quality instruction that will maximize achievement for all students
> - To professionalize teaching by ensuring sound tenure decisions
> - To increase professional assistance for teachers at all levels throughout their career
> - To improve induction support for new teachers and thus increase retention
> - To identify experienced teachers who do not meet district standards and provide them with peer review assistance and a review, and
> - To help teachers succeed in meeting the district's instructional standards as well as a path to possible non-renewal or dismissal for teachers who do not meet those standards.

How PAR works

The TED model of Peer Assistance and Review is jointly developed through collective bargaining at the local level and managed by a panel of teachers and administrators. The PAR Panel appoints expert Consulting Teachers (CTs) who mentor and subsequently evaluate all new teachers as well as veteran teachers who have been identified as not meeting standards. All evaluations conducted by CTs comply with the locally negotiated evaluation process. PAR also offers a voluntary component for experienced teachers. PAR is designed to serve two, and in some cases three, sub-groups of teachers:

■ **New teachers**
Beginning teachers are supported by the PAR Novice program. The support provided by PAR is essential for those starting their careers, especially those who are entering the classroom after completing an alternative preparation program. Even when new teachers have taught in another district, they can benefit from the support of a PAR Consulting Teacher (CT) to help them learn about the local community, students, and curriculum. Districts should allocate sufficient resources to support all newly appointed teachers with PAR services.

Teachers Served by PAR
All Districts
• All beginning teachers
• Experienced teachers who are evaluated as "ineffective"
Locally Determined
• Newly hired teachers with experience in other districts
• Experienced teachers who are evaluated as "developing"
• Experienced teachers who request assistance

■ **Experienced teachers who are not meeting standards (recommended for implementation after initial year of PAR)**
Experienced teachers who are not meeting the district's standards may be referred to the PAR Intervention program by their evaluator. A district may consider using the PAR Intervention Program to help teachers who are designated as "developing" or "ineffective" under the state's new criteria. This support can be specified as an option in their Teacher Improvement Plan subject to collective bargaining. A teacher on intervention receives intensive support from a CT, who conducts formal evaluations and conveys the teachers' progress to the PAR Panel.
The panel, in turn, assesses the teacher's progress in meeting the district's standards and communicates that assessment to the superintendent.

"What's happening here is a smart, thoughtful approach to teacher evaluation, to use an evaluation system for learning, development and improvement — not gotcha."

Randi Weingarten
AFT President

■ **Experienced teachers who request help (a local option under PAR)**

At certain times during their career, experienced teachers who have otherwise been successful may benefit from the support and guidance of a "highly effective teacher." A change in teaching assignment, a change in grade level or personal difficulties are some of the circumstances that could temporarily challenge even an experienced teacher. Such teachers also could receive confidential help through the district's Voluntary PAR program.

The PAR Panel

The PAR Panel is a joint labor/management committee of teachers and administrators. The size of the PAR Panel is determined locally, subject to collective bargaining agreements and district policies. Teachers hold the majority of seats on the panel. The local union president appoints the teacher members of the panel and the district superintendent appoints the administrator members. Appointments are for time-limited terms. The panel is co-chaired by a teacher and an administrator.

The panel oversees the program, refines its practice, and manages its budget. It selects and supervises the CTs. The panel holds regular meetings during which CTs report on teachers' progress. Based on their review of the CTs' formal evaluations, the panel recommends to the superintendent whether novice teachers should be reappointed. The panel also reviews the CTs' formal evaluations of experienced teachers in the Intervention Program and assesses their progress according to the state Teaching Standards. The co-chairs will convey the panel's assessments to the superintendent, who may recommend the dismissal of teachers who remain underperforming. A two-thirds majority vote will be required for all of the panel's decisions involving teachers' performance assessments. All matters considered by the panel will be confidential.

The PAR Panel

All Districts
- Responsible for managing PAR; comprised of teachers and administrators
- Teachers hold a majority of panel positions
- Co-chaired by an administrator and teacher
- Teacher members appointed by the union president; administrators appointed by the superintendent.
- Panel selects and supervises Consulting Teachers; panel reviews all evaluations prepared by CTs and reports to the superintendent about individual teachers' progress
- A two-thirds majority vote is required for all of the panel's decisions about performance assessments and any recommendations about re-employment.

Locally Determined
- Whether the panel should have additional responsibilities; How co-chairs share responsibilities
- Panel's authority to establish additional policies as needed
- Size of panel and length of panel members' terms

Consulting Teachers (CTs)

The CTs who mentor and evaluate teachers in PAR are the heart of the program, and their work is crucial to the credibility and effectiveness of PAR. Therefore, the CTs role will be carefully defined and the panel will ensure that CTs are carefully selected, trained, and supervised.

The CTs' role: Whether CTs are district-based or school-based, and whether they serve full-time or part-time are locally based decisions that can depend on the size of the district and the demand for CTs in particular subjects and grade levels.

Full-time CTs serve for a three-year term, after which they will be expected to return to the classroom. The term for a part-time CT is locally determined. Individual districts decide whether CTs have the right to return to their original school after completing their term. The panel may decide to initially stagger the terms of full-time CTs so that there will always be experienced CTs to mentor those new to the role. Therefore, when the program is first implemented, a small number of CTs may be asked to remain in their role beyond the standard three-year term.

Each full-time CT has a recommended caseload of 12 to 15 teachers, depending on local resources. Caseloads for part-time CTs are adjusted proportionally. Because extra time is usually required to assist and assess teachers in the Intervention Program, they may be weighted more heavily in a CT's caseload.

The main responsibility of CTs is to work closely with the individual teachers in their assigned caseload. This will involve a range of activities including:
- Establishing rapport with teachers
- Making announced and unannounced visits to observe them teaching
- Offering suggestions for improvement in post-observation conferences
- Developing a growth plan
- Recommending instructional materials and resources
- Helping to trouble-shoot problems within the teacher's school
- Co-planning lessons
- Conducting model lessons
- Arranging for teachers to observe other effective teachers
- Offering ongoing assessments of their progress
- Completing a formal, summative evaluation of their work

In order to be effective, CTs have to carefully manage their time so that all teachers are well served. This may mean dedicating more time to certain teachers as the year proceeds. CTs must also keep detailed records about their teachers' performance, their growth over time, and the specific recommendations and assistance they have been offered.

In some districts, CTs may be asked to assume additional related responsibilities, such as planning and conducting the district's orientation program or sponsoring professional development for new teachers.

Selection: The selection process for CTs must be open, well organized, fair, and rigorous. Applicants must have at least five years of successful teaching experience in the district. Local districts may decide to require more.

Openings for CTs must be widely advertised and described in information sessions. Teachers and administrators should encourage very effective, well-respected teachers to apply. The PAR Panel selects CTs after carefully considering evidence from the following sources:

- The applicant's resume
- Written recommendations from the teacher's building administrator and a union member
- A writing sample completed at a designated time and location
- An interview with the full panel or a sub-committee responsible for selection
- Unannounced classroom observations

Compensation: CTs assume responsibilities beyond those routinely expected of a classroom teacher. In addition, they often spend time well after the regular school day, responding to teachers' questions and maintaining written records. In addition, they may be expected to participate in activities during the summer, such as sponsoring orientation for new teachers or attending training sessions. Therefore, in addition to being released from part or all of their teaching assignment, they may receive additional compensation as a fixed stipend or a percentage of their salary. Whether and how CTs are compensated for additional responsibility and time should be determined locally through the collective bargaining process.

Adult Development and Cognitive Coaching: This will involve understanding adult learning and how to promote reflection and growth among teachers.

Training: CTs selected through a rigorous process will have demonstrated that they are experts in classroom teaching, but they will need additional skills if they are to be effective in their new role. Therefore, the PAR Panel arranges for CTs to receive training from qualified consultants, experienced CTs, or members of the PAR Panel in the following:

Consulting Teachers (CTs)

All Districts
- CTs mentor and evaluate teachers on PAR
- Must have at least five years successful teaching experience in district
- Serve three-year terms, depending on demand
- Are expected to return to the classroom after completing term
- Are selected in open rigorous process based on review of: resume, written recommendations from building administrator and union member, assigned writing sample completed at designated site and time, unannounced classroom observations
- Receive training in: Cognitive coaching and adult development, leadership and teamwork, curriculum implementation, observation, evaluation, and report preparation
- Maintain records and reports
- Caseload of 12-15 teachers per full-time CT
- Work collaboratively with principals
- Are supervised by PAR Panel

Locally Determined
- Additional responsibilities beyond mentoring and evaluation
- Whether roles are district-based or school-based, full-time or part-time
- Whether to require more than five years of experience for CTs
- Whether to stagger length of initial terms to ensure continuity
- Whether to give CTs the right to return to their original school after term is completed
- Whether teachers on Intervention carry extra weight in a CT's caseload
- Whether to require extra time beyond the school year
- Whether CTs receive extra compensation and, if so, whether it is a uniform stipend or percentage of base salary
- Format of supervision by PAR Panel

Leadership and Teamwork: The CT's role typically is new to a district and, therefore, requires those holding it to exercise leadership collaboratively with district administrators and other teacher leaders. CTs need to understand how the district works and how to get things done effectively. They need to develop strong working relationships with the principals of schools where teachers in their caseload work. CTs within the district will also need to learn how to function effectively as a team, learning from one another and explaining their work to others.

Curriculum Implementation: CTs necessarily serve as experts on the local district's curriculum in the subjects and grade levels taught by the PAR teachers in their caseload. They therefore require ongoing training in the curriculum and its revisions.

Conducting and Writing Standards-based Evaluations: CTs must become skilled observers and assessors of classroom practice. This involves understanding the evaluation instrument and how to use it fairly and effectively.
CTs should offer teachers specific recommendations for improve-ment and expect them to improve at a reasonable pace. CTs also should produce clear, detailed reports.

Supervision: CTs are supervised by the PAR Panel in a format that is locally determined. The panel may provide informal feedback for the CTs after reviewing their written and oral reports of teachers in their caseload. Districts may develop a written evaluation form for all CTs and collect data about their performance by observing the CTs' sessions with PAR teachers. Supervision may be provided by a PAR Pair, composed of a teacher and administrator from the Panel, who meet regularly with individuals or sub-groups of CTs to answer questions and discuss challenges they may encounter. Just as teachers deserve informed and thoughtful feedback, so too, do CTs.

Novice Program

The Novice Program serves all beginning teachers. If funds are available, it may also serve those with teaching experience who are new to the district. The main goal of the Novice Program is to ensure that every new teacher's first year is as successful as possible. During that time, the CT has full responsibility for formally evaluating the teacher's instructional practice.

In keeping with the locally negotiated evaluation instrument, building administrators may participate in assessing aspects of that teacher's performance beyond the classroom, such as the teacher's professional relationships with colleagues. Principals also may conduct informal classroom observations of the novice teachers and discuss those with the CTs.

Throughout the year, the CT and the building administrator should be fully informed about the process and work collaboratively. PAR provides all novice teachers a minimum of 15 classroom visits or observations throughout the year. In addition, novices should be able to contact their CT by phone or email when questions or challenges arise.

New teachers not only receive expert advice as beginners, they also are informed about how well they are progressing and whether the CT has serious concerns about their performance. In the spring, they will be informed of the panel's formal assessment of their performance and any recommendation regarding their future employment.

Normally, novice teachers who do not meet the district's standards during the first year are not reappointed. However, in certain cases where the teacher has had insufficient pre-service preparation and the CT identifies unusual promise, the panel may recommend the teacher for continued employment and a second year in PAR.

Novice Program

All Districts
- Includes all beginning teachers
- CTs provide support and conduct formal evaluations
- All novices receive at least 15 observations or visits per year by a CT
- Principal may conduct informal evaluations
- CTs and principals will work collaboratively and be fully informed of the teachers' progress
- PAR Panel reviews CTs' reports and makes employment recommendations to superintendent, based on two-thirds majority vote
- In normal circumstances, novices who do not meet standards will not be reappointed

Locally Determined
- Whether to include newly-hired teachers who have experience in another district
- Circumstances under which novices may remain on PAR for a second year

Intervention Program for Experienced Teachers

Sometimes even experienced teachers struggle in the classroom. This may result from having been assigned to a new subject or grade level or having encountered personal or health problems. In some cases, teachers will have had long-standing instructional problems that were never identified or addressed. Teachers may automatically be referred to PAR if they receive a rating of "ineffective" or "developing" in a year-end evaluation. Districts may also permit administrators to refer underperforming teachers to PAR. The primary purpose of Interven-tion is to assist struggling teachers so they can success-fully meet the district's instructional standards.

Teachers who are assigned to Intervention have an improvement plan and receive the full range of assistance and assessment from their CT described above. Experienced teachers on Intervention may be recommended for dismissal if, despite a CT's assistance, they fail to improve sufficiently. Given the high stakes involved, care must be taken at each step of the intervention process to ensure that due process is provided and sound decisions are made. The panel will re-view each referral to Intervention under PAR in order to determine if it is appropriate. In decid-ing whether to place a teacher on PAR, the panel will closely review the teacher's past evalua-tions and may request an independent classroom observation by a CT. Local districts may decide to provide an experienced teacher with an ap-peals process for placement on Intervention. A tenured teacher may remain on Intervention for no longer than one school year. If at that time the teacher does not meet the district's stan-dards, despite intensive assistance from a CT, the PAR panel will refer its findings to the superintendent, who may recommend the teacher's dismissal.

Intervention Program for Experienced Teachers

All Districts
- Automatic referral to Intervention of any tenured teacher who receives a rat-ing of "ineffective" on an evaluation
- PAR Panel determines whether a teacher referred to PAR is placed on Intervention
- CT provides intensive assistance and subsequent evaluation of each teacher on Intervention
- Teachers on Intervention receive at least 20 observations or visits per year
- CT prepares evaluation for PAR Panel. Based on a two-thirds majority vote, the Panel reports to the Superinten-dent, who may recommend dismissal
- Teachers remain on Intervention no longer than one year
- Due process is carefully monitored throughout all steps of Intervention

Locally determined
- Whether teachers who receive a rating of "developing" will be referred to In-tervention
- Whether administrators may refer an experienced teacher to PAR
- Whether PAR Panel will assign a CT to conduct an independent assessment before placing a tenured teacher on In-tervention.
- Whether the district provides an appeals process for the Panel's decision to place a teacher on Intervention

While PAR will shine light on struggling teachers who will benefit from support, it's important to stay focused on the significant, positive impact PAR can have on the effectiveness of all teachers and on district morale. PAR recognizes and utilizes highly effective and respected teachers to assess teacher practices and to assist peers, creating sustained professional conversations about best practice. It establishes and models effective labor/management collaboration, furthering collegiality and a focus on continual improvement. Ultimately, PAR energizes and inspires the entire educational community, as evaluations are seen not as an end in themselves, but as a means toward professional growth and enhanced student learning.

Rochester TA's Marie Costanza, director of the Career in Teaching Program, explains how her district's peer assistance program is structured.

IX. Working with Multiple Measures

Triangulation: The Key to Fairness in Multiple Measures

Because teaching is such a complex activity, and the success of individual schools, students or teachers cannot be attributed to any one factor, the TED system has adopted a strategy known as "multiple measures" — a strategy that looks *not only* at evidence obtained through measures of student learning (both state and local/district tests and assessments) but rigorously employs measures of classroom professional practice through classroom observations, self-assessments, and goal-setting, and the presentation of other evidence (as generated by portfolios or student surveys, for example).

In the TED system, multiple measures ensure that teachers have the opportunity to present and discuss a variety of evidence of their professional practice and students' achievement. The measures recommended in the TED system have been selected because they have been validated as legitimate measures through research. This legitimacy doesn't mean that the measures are absolutely failsafe, but rather that in repeated experiments and studies, they've proven to yield reliable evidence about teacher effectiveness. Most importantly, the evidence these measures provide is corroborated or validated by other evidence. This method of comparing the results of different measures in the search for validation is called *triangulation*.

For example, the conclusions and evidence provided in a formal observation may be validated by a student survey and also by an analysis of teacher artifacts. By only selecting measures that are integrated and provide a range of evidence, the system reduces subjectivity and builds greater confidence in the evaluation process.

Multiple measures can be defined as the array of different assessments and evaluation tools used to obtain evidence of a teacher's knowledge, skills and disposition. The purpose of a measure or set of measures is to provide "strong and convincing" evidence of an individual's performance in a way that results in professional growth and improved student learning. Multiple measures allow teachers to provide evidence of their wide-ranging skills and activities, and provide evaluators with useful and meaningful information and evidence of an individual teacher's effectiveness (Little, Goe & Bell, 2009).

"Clearly, union work has expanded beyond just getting a good contract. It's about doing what is necessary to grow the profession so we can improve teaching and learning."

Dawn Sherwood
Hempstead TA president

Multiple measures of professional practice

Observation of Professional Practice

The TED system conceptualizes formal observation as a four-part process. The central measure of teacher professional practice, the formal classroom observation, is flanked by *Self-Reflection*, the *Analysis of Teaching Artifacts* and the *Review of Student Work*. Each part is considered an integral part of the observation protocol, as well as measures unto themselves. Importantly, this conceptualization creates a strategy for both teachers and evaluators to assess the teacher's practice across all of the New York State Teaching Standards using multiple measures.

The results of the analysis of teaching artifacts, the classroom observation, and the review of student work — recorded by the evaluator — constitute evidence. The evaluator must provide clear, timely, and accurate evaluative feedback to the teacher. The classroom evaluators should be trained on both the instruments and on the conversation and coaching techniques required to offer feedback to teachers in collaborative, effective ways that lead to improved practice.

In TED, evidence is collected with the forms (2A, 2B and 2C) included in the supplement, *A Plan for Teacher Evaluation and Development.*

Research has shown that effective teacher evaluation systems that are associated with student achievement gains use systematic observation protocols with well-developed, research-based rubrics to examine teaching along with teacher interviews and artifacts such as lesson plans, assignments and samples of student work (Milanowski, Kimball and White, 2004).

In New York State, multiple observations based on clearly defined purposes and protocols are required annually. Observations must be conducted by a trained evaluator; at least one must be conducted by an administrator. Additional observations may be conducted by the trained administrator, by independent trained evaluators, or by in-school peer evaluators.

Other Measures of Professional Practice

Although TED relies on the integrated strategy of analysis of teaching artifacts, observation, and review of student work, some districts may opt to distribute their assessment of practice across a different configuration of measures. Among locally determined evaluation options, one strategy that may be available (in addition to completing a minimum of two observations) is the collection and presentation of **artifactual evidence** derived from other measures.

"Artifact" refers to a product resulting from (and evidence of) a teacher's work. Unlike the evidence "collected" by a classroom observer with an observation instrument, "artifactual" evidence (in most cases) is "collected" by the teacher himself/herself, and then discussed with the evaluator in light of state teaching standards and aligned with the Teacher Practice Rubric.

Some examples of artifactual evidence are lesson plans, unit plans, teacher presentations, slideshows, diagrams, reflective journal entries, student work examples, parent contact log, action research projects, surveys, interviews, survey data, documentation (photography, audiotape, videotape, transcripts, etc. of students' presentations or activities), student and/or teacher discipline data, etc.

Artifacts may be part of any number of measures, (collected in portfolio or evidence binder processes) from self-reports of practice to the analysis of classroom artifacts.

Like evaluators who examine observational evidence, evaluators who examine artifactual evidence need standard protocols to guide their collection and interpretation of evidence. Evaluators must be trained on such protocols, and on the conversation and coaching techniques required to offer feedback to teachers in collaborative, effective ways that lead to improved practice.

To ensure the highest degree of both reliability and validity:

- All measures should be selected on their ability to provide evidence aligned with the New York State Teaching Standards and a related performance rubric.
- Protocols, forms, and evidence collection techniques (such as observation tools or other data-gathering instruments) should be tested among several users to strengthen inter-rater reliability.
- Evaluators should be rigorously trained on the use of any measure.

The following information provides brief descriptions of measures districts may employ for the collection of artifactual evidence. Different kinds of evidence may be tied to specific teaching standards, elements, and performance indicators. The accompanying forms in the TED Workbook provide helpful suggestions regarding evidence collection.

Analysis of Teaching Artifacts

This measure considers "artifacts" such as lesson and unit plans (*a Lesson Plan Template is included in the Workbook*), teacher assignments, student work, assessments, scoring rubrics, etc. Evidence of a teacher's planning and development of learning activities and opportunities can be determined from these artifacts. They can be judged on criteria such as rigor, comprehensiveness, alignment with standards, and intellectual demand. A number of structured protocols for artifact analysis have been evaluated in terms of their correlation with other measures of teacher effectiveness. The analysis of artifacts has been correlated with standardized test scores, quality of student work, and quality of observed instruction (Clare and Aschbacher, 2001; Matsumura, et al., 2006). *(See the evidence collection forms in the TED Workbook for the performance indicators related to this measure.)*

Structured Review of Student Work

A structured review of student work is a strategy for teachers and evaluators to "uncover" the immediate impact of instruction in student work products. Student work is a rich repository of evidence of teacher effort and success. Through a systematic review of student work samples, a teacher's varying (or unvarying) impact on student understanding is revealed in detail that can be finely nuanced or broadly differentiated.

Reviews of student work are often guided by the use of a specific protocol. The use of a protocol provides a structural integrity to the review process, ensuring that reviewers stay on task, focused on the evidence, attending to the reflection and questions that promote an open, supportive conversation about the nature of teaching practice.

Reviews of student work can be pursued by individuals, pairs or groups of teachers working collaboratively. A review of research on school-based initiatives that incorporate collaborative examination of student work found that looking at student work in groups cultivates professional communities that are willing and able to inquire into practice (Little, 2003). *(See the evidence collection forms in the TED Workbook for the performance indicators related to this measure.)*

Teacher Portfolios: Evidence of Teaching Performance

A teacher portfolio provides collections of multiple strands of evidence from practice that, together, document a wide range of teaching practice, behaviors, and professional learning over time, both observable and non-observable. Research shows that portfolios (also known as evidence binders) are flexible and adaptable to programs and grade levels (Steinberger, Stronge, Tucker and Chenoweth, 1999). Portfolios can show evidence of the "integrative art of teaching."

Portfolios:
- Are authentic and usable by teachers of all subject areas and grade levels;
- Recognize the complexity of teaching;
- Encourage reflection;
- May include a wide variety of evidence (unit plans, action research plans, video, analysis of student learning data, etc.)
- Capture teaching and professional practices; and
- Are aligned with the teaching standards that may or may not be observable by a teacher evaluator.

Teachers select and build portfolios over time to show growth and reflection. Teacher developed portfolios are currently used for evaluation by such programs as the National Board Certification program and Teach for America.

Self-Report of Practice

Interviews, surveys, and teaching logs are some of the more frequently used self-reports of practice. These self-reports can measure a range of teacher practices and may include checklists, rating scales, and indications of frequency. These self-reports are generally used in combination with other measures of effectiveness. Research on structured interview protocols, large-scale surveys, and instructional logs (Ball & Rowan, 2004; Le et al., 2006; Mullens, 1995; Camburn & Barnes, 2004) have found them to be reliable when used for the purposes for which they are designed.

Structured Survey Tools

Since students spend the most time with teachers, student questionnaires and surveys with rating scales are sometimes used as part of teacher evaluation. Some recent research suggests that surveys demonstrate a high degree of correlation of teacher effectiveness with student achievement. Student surveys should not be used alone, especially for high stakes decisions, but student surveys can provide corroborating evidence to other measures. Sample surveys and rubrics for students of various age groups, such as the Tripod Project (Ferguson, 2002), are widely available. The research shows that student evaluations of teacher effectiveness are valid and reliable (Worrell & Kuterbach, 2001).

Marlboro Faculty Association President Joe Pesavento, left, meets with his Innovation Team. "I think we're demonstrating that it's a fallacy that unions are obstructionists, or that we get in the way of education reform," he said.

Multiple Measures of Student Achievement

New York State law requires both state assessments and other locally selected measures to determine scores (up to 40 points) in student achievement.

> • 20 points of the composite score of teacher effectiveness is derived from **growth on state assessments/or growth using comparable measures** (when there is no state assessment)

> • 20 points of the composite score are other **locally selected measures of student achievement**

Growth is defined as progress between any two or more points in time and may take into account where a student started academically and how much progress the student makes over the academic year. Section 100.2(o) of the regulations indicates that in determining student growth, the unique abilities and/or disabilities of each student, including English language learners, must be taken into consideration.

The process for ensuring the accurate collection and reporting of teacher and student data (as described in the district's APPR plan) needs to confirm the student assignment roster at the beginning of the school year and prior to conducting state assessments. Verification of *Teacher of Record* includes the teachers who are primarily and directly responsible for student learning activity aligned to the performance measures of a course consistent with guidelines prescribe by SED.   Districts will identify teachers with primary responsibility for instruction for each course for 2011-2012.

For the purposes of teacher evaluation conducted in the 2011-2012 school year, the measures of student achievement will include New York State assessments administered under federal Elementary and Secondary Education Act (ESEA) accountability requirements and locally selected measurements that are rigorous and comparable across classrooms.

> • "Rigorous" means that locally selected measures are aligned to the New York State Learning Standards and, to the extent practicable, are valid and reliable as defined by the Testing Standards.

> • "Comparable across classrooms" means that the same locally selected measures of student achievement or growth are used across a subject and/or grade level within the school district or BOCES.

State Assessments (20 points)

Chapter 103 indicates that the State's Grades 4-8 English language arts and mathematics assessments will be used to measure student growth for the evaluation of common branch teachers and teachers of English language arts and mathematics in grades 4-8. Scores from 2010 state assessments will serve as the baseline — or first point in time for teacher evaluations conducted in the 2011-2012 year.

SED will determine how the Teacher Student Growth Percentile (TSGPS) scores will be converted to a 0-20 point scale. Scoring bands established by SED for the 20 points scale are: Highly Effective, 18-20; Effective, 12-17; Developing, 3-11; Ineffective, 0-2.

Locally Selected Measures (20 points)

The measures of student achievement, whether locally or commercially developed, must be "rigorous and comparable across classrooms" (defined above).

The regulations include options of locally selected measures that school districts may select for documenting student achievement. Districts may use more than one type of locally suggested measure for different groups of teachers within a grade/subject if districts/BOCES prove comparability based on Standards of Education and Psychological Testing.

A. A list of state-approved standardized tests. The SED is developing a list of standardized student assessments which school districts/BOCES may select for local measures. (Consideration: *Not all commercially developed student assessments are appropriate for teacher evaluation.*)

B. District-, regional-, or BOCES-developed assessments. The following assessment types offer a variety of options that could be locally developed:

> • **Curriculum-based Assessment.** Curriculum-based measurement is the monitoring of the progress of individual students through the direct assessment of academic skills.

> • **Formative Assessment.** Assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning. Formative assessment is used primarily to determine what students have learned in order to plan further instruction. By contrast, an examination used primarily to document students' achievement at the end of a unit or course is considered a summative measure.

> • **Interim Assessment.** An assessment that evaluates students' knowledge and skills relative to a specific set of academic goals, typically within a limited time frame and are designed to inform decisions at both the classroom and beyond the classroom level, such as the school or district level. Interim assessments fall between formative and summative assessments.

• **Performance Assessment.** An assessment that is designed to measure what students know through their ability to perform certain tasks. For example, a performance assessment might require a student to assemble a small engine, solve a particular type of mathematics problem, or write a short business letter to inquire about a product as a way of demonstrating that they have acquired new knowledge and skills. Such assessments — sometimes called performance-based assessments — may provide a more accurate indication of what students can do than traditional assessments, (which include: fill in the blank, true or false, or multiple choice questions). Performance-based assessments typically include exhibitions, investigations, demonstrations, written or oral responses, journals, and portfolios.

• **Portfolio of Student Work.** A collection of student work chosen to exemplify and document a student's learning progress over time. Students are required to maintain a portfolio illustrating various aspects of their learning. Some teachers specify what items students should include, while others let students decide. Portfolios encourage student reflection and maybe a more descriptive and accurate indicator of student learning than grades or changes in tests scores.

• **Summative Assessment.** A test given to evaluate and document what students have learned at the end of a period of instruction. The term is used to distinguish such tests from formative tests, which are used primarily to diagnose what students have learned in order to plan further instruction.

C. School-wide, group or team metric based on a state assessment, an approved student assessment or a district-, regional- or BOCES-developed assessment across multiple classrooms in a grade or subject area. (Consideration: *The state's evaluation system calls for determining individual teacher effectiveness. Group metrics would not be related to a teacher's instruction, or the performance of students assigned to the teacher. Also, if evaluation is to be used to inform professional growth, this measure would not provide meaningful information for professional development and goal-setting. Teachers should be evaluated on student performance related to their subject and grade levels.)*

D. State-approved, district-wide student growth goal-setting process to be used with a state assessment, approved student assessment, or teacher-created assessments. School/Teacher created assessments (e.g., pre-tests; curriculum-based assessments, portfolio of student work).

A Process for Determining Local Student Measures

The *NYSUT Local Student Measure Process* describes a process whereby teachers in a single district/BOCES are working or collaborating on identifying existing measures, and or/ developing new tools to assess student learning for purposes of determining teacher effectiveness. Teachers from pilot districts for the Innovation Initiative and members of NYSUT's Subject Area Committees were trained in the process and are working to identify more than 150 measures in various subject areas and grade levels that could potentially be used to assess teacher effectiveness. Clearly defined criteria for determining the measures' rigor (alignment to the state's learning standards) and comparability (standards for administering and scoring the measures) are being used to modify existing district/ teacher-developed measures or to create new tools to assess student achievement across classrooms.

This process includes the following steps:

Step 1: Determine what measures should be considered/what measures are currently in place.

Include measures that:
1. Show growth in student achievement (at least two points across time)
2. Are or can be standardized (administered and scored in a standardized fashion)
3. Are valid (are appropriate measures for the purposes of teacher evaluation and student growth)
4. Are recorded (data collected and stored at the student level)

Step 2: **Determine if selected measures are suitable.**

Include measures that are:
1. Able to measure student growth across two or more points in time during the school year
2. Standardized across classrooms in the district – if not, can they be?
3. Valid for the purposes of teacher evaluation and student growth.
4. Recorded and able to be compared across classrooms.

Step 3: Determine if measures have enough variety to:
1. Capture a wide range of growth (some measures do not have floor/ceiling effects)
2. Account for effects of non-random student groups (student assignment to classrooms)
3. Context effects (factors that are beyond the teachers' control such as class size, attendance, or lack of non-academic supports)
4. Be sensitive to varied student growth trajectories (not all students learn at the same pace)
5. Be modified for different schools or grade levels

Step 4: Determine parameters to ensure:
1. Alignment to standards
2. Score-ability
3. Resources and training needed
4. Implementation considerations

Several exemplars, using both commercially prepared assessments such as the Developmental Reading Assessment and teacher-created assessments on Family and Consumer Science, high school science lab assessment, and American Sign Language are included with comments on strengths of each assessment for use as a local achievement measure.

Process and templates for draft measures of student achievement and review of considerations for the measure will be included online at www.nysut.org/ted. As measures are implemented and assessed for validity and comparability, the exemplars of student learning measures will be updated.

Poughkeepsie TA President Debbie Kardas, right, emphasizes how important it is for labor and management to collaborate on evaluation and professional development plans.

X. Conditions of Teaching and Learning

As educators on the front lines every day, the teachers and administrators who developed TED understand that teaching and learning occur in a context framed by the conditions that exist in a classroom, school, and district. "Conditions" refer to a variety of factors, including the degree to which teachers feel supported and empowered to make decisions; school leadership (particularly demonstrated by principals); trust between administrators and teachers; the amount of time teachers have for preparation, collaboration, and instruction; the safety of facilities; resources or the lack thereof; and the amount and quality of professional development. No comprehensive teacher evaluation and development process can be considered effective and fair if it fails to account for the context in which teachers carry out their professional duties. (American Federation of Teachers, 2010)

TED is unique because, in recognizing that teaching does not take place in a vacuum, it establishes "conditions affecting teaching and learning" as one of the essential pillars of its system of evaluation and professional development. Documenting the conditions for teaching and learning is necessary both to provide an appropriate professional context for evaluation and to inform plans for teacher development geared to advancing student achievement. This critical component must be addressed district-wide, through labor/management collaboration, in order to affect systemic gains in teacher effectiveness and student learning. This labor/management analysis and collaboration, which embodies the educational community's shared responsibility for effective teaching and student learning, is embedded in the TED system.

In seeking to advance the development of this critically important process in New York State, the Innovation Teams are partnering with the nationally recognized New Teacher Center in Santa Cruz, Calif., an independent not-for-profit dedicated to improving student learning by increasing the effectiveness of educators. The New Teacher Center, which to date has surveyed more than 350,000 educators in a dozen states about their school environment, is at the forefront of efforts to systematically document, analyze, and address teaching and learning conditions (New Teacher Center, 2009). A growing body of research has linked teachers' views of these conditions to their own efficacy and motivation, and to student learning.

"Analyzing and using this information to improve schools is critical and needs to be a part of reform efforts at the school, district, and state levels. Educators' perceptions are their reality. However, other data should be used to triangulate these findings and provide a better understanding of these perceptions, such as instructional expenditures, proportion of teachers working out of field, teacher/pupil ratio, teaching assignments, curricular support, assessments and accountability, parent and community support, etc." (Hirsch and Sioberg, 2011)

Other research finds that teachers' views of their working conditions are predictive of turnover and student achievement, with the working conditions variables accounting for "10 to 15 percent of the explained variation in math and reading scores across schools, after controlling for individual and school level characteristics of schools." (Ladd, 2009)

Plattsburgh team members talk about how learning conditions can affect the classroom.

The Innovation Teams are working in partnership with the New Teacher Center on designing a process and tools to accurately capture and analyze data on teaching and learning conditions that will be piloted in districts in New York State. The pilot will include training to help school district labor/management teams to understand and use data on teaching and learning conditions for school district improvement plans. Progress on this initiative, which will be reported online at **www.nysut.org/ted**, has the potential to authoritatively inform and even transform public policy in support of what teachers and students need. As the New Teacher Center has documented, understanding and improving teaching and learning conditions can result in:

■ Increased student success
■ Improved teacher efficacy and motivation
■ Enhanced teacher retention; and
■ Targeted recruitment strategies to benefit hard-to-staff schools.

It is critical to consider conditions that have been correlated with increases in student achievement: a stable workforce, safe schools and classrooms; empowered teachers; adequate facilities and resources; and a school atmosphere characterized by trust and mutual respect.

Collaborative labor/management analysis of conditions of teaching and learning, and strategies for strengthening them, is a key component of the TED Teacher Self-Reflection that begins the annual cycle of evaluation and development. *(See TED Workbook.)* Teachers are asked to reflect on the question: *"What factors in the school climate or community context (e.g. leadership, prep time, safety, etc.) are likely to influence or play a role in my teaching and professional performance this year?"* During pre-evaluation conferences, teachers and evaluators will review this question, discuss any differing perceptions of teaching and learning conditions, and evaluate their impact on a teacher's self-reflection and goal-setting. With such a process in place, teachers, administrators, school boards, and parents will have a firm foundation for district planning and improvements that are clearly focused on strengthening teacher effectiveness and student learning.

The Innovation Teams, during the third year of their grant-funded initiative, will be focusing on development of tools for documenting and analyzing the conditions of teaching and learning in order to facilitate this essential work in districts across New York State.

XI. Guidance for Implementing TED

Because the TED system is fully aligned with the New York State Teaching Standards and guided by the Teacher Practice Rubric, districts will find adoption of the system for their own use to be straightforward, accessible, and broadly resourced. TED is established on the strong foundation of collective bargaining, which is the essential tool for districts to employ in implementing and customizing TED to local needs and priorities. TED incorporates a robust program of training for both evaluators and teachers, to ensure a common language, clear expectations, and understanding of objectives; and should be broadly communicated through a district communications plan to all stakeholders, with a focus on clear articulation of the benefits for student learning.

The *TED Workbook* is a valuable resource for implementation, modeling the shared language and processes, and providing documents and forms that promote a systematic adoption and accountability.

Collective Bargaining

Collective bargaining is the fundamental tool supporting local flexibility in many aspects of the teacher evaluation system. The process enables practitioners to adopt a meaningful evaluation system at the local level designed to strengthen teaching and advance student learning in a context that recognizes the unique conditions in each school district. The labor/management teams that developed TED worked to ensure that it comprehensively meets the state's requirements while still providing local flexibility to customize the evaluation and development process through collective bargaining.

New York State has a strong history of achieving educational advances through collective bargaining, including the establishment of local Peer Assistance and Review programs that are precursors to TED's model PAR program (the provisions of which also must be bargained collectively). Collective bargaining allows teachers to have a strong voice in shaping their professional practice through discussions at the table that are focused on designing and supporting a system for accelerating teacher growth and student achievement. And New York State law reinforces the value of this labor/management collaboration by requiring that 80 percent of the process for teachers' Annual Professional Performance Reviews must be bargained collectively in accordance with section 3012-c of the state Education Law.

Establishing a Labor/Management Committee

To implement the TED system, districts should establish a labor/management committee dedicated to TED implementation, trained in TED's principles, and well versed in the locally negotiated provisions related to TED. This labor/management collaboration is a hallmark of the TED process.

The purposes of teacher evaluation must be considered when system development grapples with the questions of how teachers are involved with evaluation; how evaluation is structured; what is done with the results of evaluation; and how these results are communicated with teachers.

North Syracuse educators learn how to use the teacher
evaluation rubric at a week-long training session.

Implementation Guidelines

Successfully implementing the TED system is supported by guidelines that emerge from the experiences of other states and systems. Innovation Teams discussed the strengths and weaknesses of other systems and recommended the adoption of the following guidelines:

- Teachers must know the standards against which they are assessed, and what constitutes excellent, acceptable, and less-than-competent performance on these standards.
- Evaluators should be peers/expert teachers, as well as administrators and self.
- Formative evaluations must be conducted frequently.
- Evaluators must have formal training and demonstrate the ability to assess teaching fairly and accurately.
- Evaluators must be able to interpret the findings of an evaluation in order to assist teachers in designing high quality, differentiated professional development plans.
- A process for data collection and feedback must be developed.
- Standards for student achievement data quality and use must be developed.
- Systematic communication about the evaluation must take place with a teacher prior to and after the evaluation process.
- Ongoing professional goals must be collaboratively developed by the teacher and evaluator as part of a formative evaluation process.
- Evaluation data must inform professional development opportunities for teachers.

Quality Training

School districts must ensure that evaluators and teachers are appropriately trained before the new process for evaluations takes place. TED incorporates a comprehensive strategy for training that is built on collaborative exchanges that lay the groundwork for how TED works in implementation. The design for training of evaluators presents a unique approach to teacher evaluation, involving meaningful and ongoing collaborative conversations between the evaluator and teacher. It begins with providing evaluators with an understanding of the nature of learning for students and teachers.

Evaluators gain knowledge of the importance of how a common language described in the Teacher Practice Rubric creates and supports professionalism and a culture for learning. Acquiring familiarity with the rubric and its relationship to the state's teaching standards builds an operational context for discussing a teacher's performance and ongoing professional growth.

The training hones the observation skills to focus on objective evidence collection, alignment of the evidence to the performance indicators of the rubric, and appropriately scoring the performance based on the evidence. Evaluators establish inter-rater reliability and inter-rater agreement of observer interpretations and assessment of teaching and professional practices.

Training in TED offers a rich, robust professional development experience, validating the evaluation processes and skills using the rubric criteria while fostering collaboration and collegiality among those involved in the evaluation.

TED's evaluator training is both comprehensive and deep, encompassing:

• The ethical responsibilities of evaluators;
• The timelines and processes for evaluators and participants;
• The appropriate use of tools and instruments;
• The protocols associated with the review of evidence;
• Inter-rater reliability;
• How to interpret, weigh, and score data and evidence; and
• Distinctions between formative and summative evaluations.

TED training meets many of the requirements of the state curriculum for lead evaluators, who must be certified by the school district/BOCES before conducting or completing a teacher evaluation. Those subjects include:

• The New York State Teaching Standards and their related elements and performance indicators;
• Research-based, evidence-based observation techniques;
• Application and use of the state-approved teacher rubric selected by the district for use in evaluation;
• Application and use of any district assessment tools used to evaluate teachers including — but not limited to — structured portfolio reviews; student, parent, teacher, and community surveys; professional growth goals and school improvement goals;
• The scoring methodology utilized by the district to evaluate a teacher, including how scores are generated for each subcomponent and the composite effectiveness score, and application and use of the scoring ranges for the four designated rating categories: "Highly effective," "effective," "developing," and "ineffective;" and
• Specific considerations in evaluating teachers of English language learners and students with disabilities.

Teacher Training

It is equally essential for teachers, who are full participants in their own evaluations, to have district-supported training in the standards, components and processes of TED. A shared language and common culture of expectations lays the groundwork for successful implementation.

Teacher training should include establishing clear understanding of the New York State Standards, their required elements and performance indicators; the Teacher Practice Rubric, which is aligned with state standards; and district expectations and standards for effective teaching as developed through collective bargaining.

Teachers should be trained in the four phases of TED, which are the cornerstones of the system's cyclical process of evaluation and development:

- Teacher Self-Reflection;
- Pre-Observation Conference, Evidence Collection, and Post-Observation Conference;
- Summative Evaluation; and
- Goal-setting and the Professional Learning Plan.

Reflecting the collaborative nature of TED development, teachers should be partners in developing the district components of training to ensure that it addresses their needs and is appropriate to the teaching and learning conditions of the district.

Managing the TED System

Effective management of the TED system incorporates two primary strategies: (1) the appointment of a local site coordinator who is responsible for facilitating the local labor/management team's work, and (2) establishing a data management system for collecting and analyzing data and information related to the system. The site coordinator's responsibilities include a local meeting of the district's design team and training and information sessions to build stakeholder buy-in for the new system. The coordinator also plays an important role in coordinating evaluator training programs, assisting in data planning and collection, and assisting in designing professional development and support systems necessary for ongoing teacher growth.

The TED system calls for a web-based teacher appraisal management system to support all facets of the evaluation process for teachers as well as their evaluators. Data management includes the scheduling of evaluations, collection and management of data acquired by the multiple measures of teacher effectiveness, including student achievement and individual teacher professional growth plans.

A District Plan for Communications

As teachers and administrators know well, systemic change is a challenging process, and central to its success is a clear process of communication that respects and informs all stakeholders. Because TED implementation requires district training for evaluators and teachers, those key stakeholders will be firmly grounded in the system's principles, but it is equally important for districts to establish strong and ongoing communications with parents and the public on the TED system and its benefits for teacher effectiveness and student learning. In so doing, the shared responsibility for student success is appropriately recognized, and the community is empowered in its understanding of the profound advantages of a cyclical, comprehensive, integrated approach to teacher evaluation and development.

XII. Next Steps

A quality program of teacher evaluation and development is by nature cyclical, with each step of the process spiraling back to enhance teaching practice and to advance student growth. That process of continual professional growth is also fundamental to the development and implementation of TED. With online publication of the *TED Handbook* and the *TED Workbook*, and with the launch of a TED resource center at **www.nysut.org/ted**, the labor/management Innovation Teams have provided a quality foundation for scaling up implementation statewide. Nonetheless, the TED system remains a work in progress. The Innovation Teams continue to develop tools, training, and resources to hone and enhance TED based on practices in their six school districts — essential work that is supported through a third year with grants from the American Federation of Teachers and the U.S. Department of Education.

Significant priorities for the initiative's third year focus on practices that will advance student learning, including providing quality training for evaluators and practitioners and developing tools and resources to enhance specific components of TED.

Training

To support districts in implementing the Teacher Practice Rubric and the TED system, NYSUT's Education & Learning Trust (ELT) in partnership with teacher centers will offer two academies at a variety of locations statewide:

- The Evaluator Academy (for administrators and teacher/peer evaluators) is a five-day training that provides intensive preparation to ensure evaluator consistency and fairness through familiarity with New York State Teaching Standards, the Teacher Practice Rubric, evidence gathering and other topics; and
- The Stakeholder Academy (for teachers and administrators) provides two-day intensive training on the state teaching standards and the Teacher Practice Rubric within the context of an integrated teacher evaluation and development system.
- ELT also will offer online courses on teaching practices aligned with the new state teaching standards and the skills needed to support teacher evaluation and development (cognitive coaching, peer assistance and review processes, use of data, etc.)

Developing additional tools to enhance TED

To hone TED's utility, the labor/management Innovation Teams are developing additional resources and tools. The teams will:

- Partner with the New Teacher Center in Santa Cruz, Calif., a nationally recognized leader in teacher evaluations, to develop processes and tools that capture and analyze data documenting the conditions of teaching and learning and integrate it into the teacher evaluation cycle.

• Enhance the Teacher Practice Rubric to reflect instructional practices of teachers of English language learners and students with disabilities.
• Develop a process for the inter-rater reliability of evaluators.
• Identify multiple measures of student achievement.
• Develop a process to assist districts in selecting quality measures of student growth.

• Develop models of professional development plans that support teaching, learning, and school improvement.

• Develop additional resources to support implementation of Peer Assistance and Review.

• Provide guidance for districts in the selection of data management systems for teacher evaluations.

   NYSUT Vice President Maria Neira notes: "As district labor/management teams move forward to scale up implementation of TED in New York State, work continues apace on assessing and strengthening the components of this practitioner-designed system of teacher evaluation and development. As quality systems require, TED will be strongly supported by training, tools, and resources for both evaluators and practitioners."

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XIV. Glossary

-- A --

Annual Professional Performance Review (APPR)

Section 100.2 of the Commissioner's Regulations requires each district and BOCES to conduct required annual teacher evaluations. An APPR plan must be updated annually. Beginning July 1, 2011, the following nine criteria are the performance criteria to be used to evaluate teachers of instructional services. This criteria applies to classroom teachers who are not included in the 2011-12 phase-in of the new teacher evaluation requirements:

- **Content Knowledge** — Knowledge of the subject area and curriculum.

- **Pedagogical Preparation** — Employ the necessary pedagogical practices to support instruction.

- **Instructional Delivery** — Demonstrate delivery of instruction that results in active student involvement, appropriate teacher/student interaction, and meaningful lesson plans resulting in student learning.

- **Classroom Management** — Demonstrate classroom management skills, supportive of diverse student learning needs, which create an environment conducive to student learning.

- **Student Development** — Demonstrate knowledge of student development, an understanding and appreciation of diversity, and regular application of developmentally appropriate instructional strategies for the benefit of all students.

- **Student Assessment** — Implement assessment techniques based on appropriate learning standards designed to measure student progress in learning and successfully use analysis of available student performance data and other relevant information.

- **Collaboration** — Demonstrate effective collaborative relationships with students, parents, or caregivers and appropriate support personnel to meet the learning needs of students.

- **Reflective and Responsive Practice** — Demonstrate that practice is reviewed and effectively assessed, and appropriate adjustments are made on a continuing basis.

- **Student Growth** — A positive change in student achievement between at least two points in time as determined by the school district or BOCES, taking into consideration the unique abilities and/or disabilities of each student, including English language learners.

Appeals Procedure
According to section 3012-c of Education Law, as added by Chapter 103 of the Laws of 2010, each school district and BOCES is required to establish an appeals procedure through collective bargaining under which the evaluated teacher can challenge the substance of the APPR, the district's or BOCES' adherence to the standards and methodologies for such reviews, adherence to the Commissioner's regulations and locally negotiated procedures, and the issuance or implementation of a Teacher Improvement Plan.

Approved Student Assessment
Approved student assessment means a standardized student assessment on the list approved by the Commissioner for the locally selected measures subcomponent and/or the measures of student growth in non-tested subjects.

Approved Teacher Practice Rubric
An approved teacher practice rubric must broadly cover the New York State Teaching Standards and their related elements. The rubric must be grounded in research about teaching practice that supports positive student learning outcomes. Four performance rating categories — "Highly Effective," "Effective," "Developing," and "Ineffective" — must be identified, or the rubric's summary ratings must be easily convertible to the four rating categories that New York State has adopted. The rubric must clearly define the expectations for each rating category. The "Highly Effective" and "Effective" rating categories must encourage excellence beyond a minimally acceptable level of effort or compliance.

The rubric shall be applicable to all grades and subjects; or if designed explicitly for specific grades and/or subjects, they will be approved only for use in the grades or subjects for which they are designed. It must use clear and precise language that facilitates common understanding among teachers and administrators; it must be specifically designed to assess the classroom effectiveness of teachers. To the extent possible, the rubric should rely on specific, discrete, observable, and/or measurable behaviors by students and teachers in the classroom with direct evidence of student engagement and learning. The rubric must include descriptions of any specific training and implementation details that are required for the rubric to be effective.

Artifacts
Artifacts are samples of student or teacher work that demonstrate knowledge, skills, and/or dispositions related to a standard or goal. A student artifact could be an essay that shows progression from draft to final copy. A teacher artifact could be a lesson plan with annotation as to successes and areas to reexamine.

Assessment
Assessment refers to the process of gathering, describing, or quantifying information about an individual's performance. Different types of assessment instruments include (but are not limited to) achievement tests, minimum competency tests, developmental screening tests, aptitude tests, observation instruments, performance tasks, and authentic assessments.

For the purpose of teacher evaluations, assessment approaches are the methods that school districts or BOCES employ to assess student or teacher performance. The methods may include, but are not limited to, the following: classroom observation, videotape assessment, self-reflection, surveys, and portfolio review.

The effectiveness of a particular approach to assessment depends on its suitability for the intended purpose. For instance, multiple-choice, true-or-false, and fill-in-the-blank tests can be used to assess basic skills or to find out what students remember. To assess other abilities, performance tasks may be more appropriate.

B

Baseline Data
For purposes of measurement of student growth, baseline data is basic information gathered to provide a comparison for assessing individual student achievement at the beginning of instruction.

Building Principal
A principal is defined as an administrator in charge of an instructional program of a school district or BOCES.

C

Classroom Teacher or Teacher
A classroom teacher is defined as a teacher in the classroom teaching service as defined in Section 80-1.1, as the *teacher of record* and exempts evening school teachers of adults enrolled in nonacademic, vocational subjects, and supplemental school personnel. (Part 80-1.1 excludes pupil personnel services from the definition.)

Classroom Observations
Observation of classroom teaching practice by a trained evaluator, administrator, or peer is one measure of teacher evaluation. To be a fair and valid assessment element, the observation requires a common standard and rubric of expectations for performance.

Common Branch Subjects
Means common branch subjects as defined in 80-1.1 (any or all subjects usually included in the daily program of an elementary classroom).

Comparable Across Classrooms
Means that the same locally selected measures of student achievement or growth are used across a subject and/or grade level within the school district or BOCES.

Comparable Measures

Chapter 103 of the Laws of 2010 specifies student achievement will comprise 40 percent of teacher evaluations. Initially, 20 percent will be based on student growth on State Assessments or "comparable measures." In subsequent years following Regents' approval of a Value-Added Model, 25 percent will be based on student growth on State Assessments or "comparable measures."

Guidance on the definition of comparable measures may be obtained by examining the State Education Department's criteria for alternative assessments. New York State Education Commissioner's Regulations Part 100.2 (f) (l)-(6), states: "With the approval of the commissioner, assessments which measure an equivalent level of knowledge and skill may be substituted for Regents examinations." Based on these criteria, examples of comparable measures are suggested below.

- Measure the state learning standards in the content area;
- Are as rigorous as state assessments;
- Are consistent with technical criteria for validity, reliability, and freedom from bias; and
- Administered and the results are interpreted by appropriately qualified school staff in accordance with described standards.

Composite Score of Teacher Effectiveness

According to Part 30 of the Rules of the Board of Regents, a composite score of teacher effectiveness means a score based on a 100-point scale that includes three subcomponents:

(1) Student growth — As measured on State assessments or other comparable measures, 0-20 points for the 2011-12 school year and 0-25 points in subsequent years for those grades/subjects where a Value-Added Growth Model is approved by the Board of Regents.

(2) Student achievement — Based on locally selected measures, 0-20 points for the 2011-12 school year and 0-15 points in subsequent years for those grades/subjects where a Value-Added Growth Model is approved by the Board of Regents.

(3) Teacher effectiveness — For the 2011-12 school year and all subsequent years, 0-60 points.

Comprehensive Teacher Evaluation System (CTES)

A continuous improvement cycle of teacher evaluation that links teaching standards, performance expectations defined in a rubric, individual goal-setting for improvement of practice and differentiated professional development to meet the needs of the individual teacher throughout the span of a teaching career. The five key components include:

- Professional teaching standards;
- Multiple measures used to assess teaching performance;
- Details for effective teacher evaluation;
- The teaching and learning conditions affecting good teaching and positive student learning; and
- Teacher support and assistance.

Conversion Chart

A component of the scoring methodology that translates teachers' total rating score (1-4) to a 0-60 point scale. Locals must negotiate the scale that will be used in the conversion chart in the new teacher evaluation system.

Co-Principal

A certified administrator under Part 80 who has authority, management, and instructional leadership responsibility for all or a portion of a school or BOCES instructional program in which there is more than one designated administrator.

D

District-Based Mentoring

Section 100.2 (dd) of the Commissioner's Regulations requires that every school district and BOCES provide mentored experience for holders of initial teaching certificates. The goal of mentoring is to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with state learning standards. Mentoring programs should be developed and implemented consistent with any collective bargaining obligation negotiated under Article 14 of the Civil Service Law. The mentoring program must also be described in the district's Professional Development Plan (PDP). Participation in mentoring is a requirement for an individual to receive a professional certificate.

E

Element

Describes the desired knowledge, skills, actions, and behaviors of teachers that advance a particular teaching standard. Elements define what teachers do in the classroom.

Evaluation

The measurement, comparison, and judgment of the value, quality, or worth of student's work and/or of their schools, teachers, or a specific educational program based upon valid evidence gathered through assessment.

Evaluator

An evaluator is an appropriately trained individual who conducts an evaluation of a classroom teacher or building principal. Evaluators may include school administrators, principals, outside evaluators, and teacher peer reviewers.

Evidence

Refers to the data, information, artifacts and performances that teachers and evaluators review in order to accurately assess or determine teacher effectiveness. The evidence should be judged against specific teaching criteria *or* teaching standards, elements, *and* performance indicators.

Formative Assessment
Assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning are considered formative assessments. Formative assessment is used primarily to determine what students have learned in order to plan further instruction. By contrast, an examination used primarily to document students' achievement at the end of a unit or course is considered a summative test.

Formative Evaluation
A formative evaluation provides a teacher with feedback on how to improve their teaching practice to advance student learning. It is a critical component of career professional growth. Data from formative evaluation also can identify specific professional development opportunities for teachers that will facilitate student learning (e.g., instructional techniques that meet the needs of diverse learners, effective classroom management strategies, and use of student assessments).

Governing Body
Means the Board of Education of each school district or the Chancellor of the City School District of New York City, BOCES, or to the extent provided by the law, the Board of Education of the City of New York.

Growth Model
Means to measure the change in the performance of students on specified assessments over time.

A key question in the design of a growth system is to determine how "academic progress" over time is to be measured and how much growth is "enough." New York will adopt the use of the Common Core State Standards and the resulting assessments as they become available, and the growth system will be aligned concurrently.

High Stakes Tests
One-shot exams administered to students with results used for determining consequences to students, teachers, and schools. Such tests include Regents Examinations, Teacher Certification Examinations and the grades 3-8 English language arts and math state assessments.

Inter-Rater Reliability
The extent to which two or more individuals (coders or raters) agree. Inter-rater reliability addresses the consistency of the implementation of a rating system. Ongoing training for all evaluators on the use of a teacher evaluation tool or protocol is one way to ensure continuous inter-rater reliability.

Lead Evaluator
The primary individual responsible for conducting and completing an evaluation of a classroom teacher or building principal is the lead evaluator. To the extent practicable, the building principal, or his or her designee, will be the lead evaluator of a classroom teacher.

Mentor
An experienced, skilled teacher who helps or coaches primarily beginning teachers to strengthen their instructional and pedagogical skills. In New York State, the mentor's role is confidential and non-evaluative, unless the negotiated collective bargaining agreement states otherwise. Ideally, a mentor will have certification and expertise in the same content area as the person being mentored. Generally, mentors and mentees may be located in the same building.

Multiple Measures
The array of different assessments and evaluation tools used to obtain evidence of a teacher's knowledge, skills, and dispositions. The purpose of a measure or set of measures is to provide "strong and convincing" evidence of an individual's performance in a way that results in professional growth and improved student learning. Multiple measures allow teachers to provide evidence of their wide-ranging skills and activities, and provide evaluators with useful and meaningful information and evidence of an individual teacher's effectiveness (Little, Goe & Bell, 2009).

■ **Multiple Measures of Student Growth**
Two or more measures of assessments to obtain evidence of student learning. Some examples include observation, tests (state, district, grade level, classroom, standardized, criterion reference, norm referenced), essays, tasks, projects, laboratory work, presentations, and portfolios.

■ Multiple Measures of Teacher Effectiveness
Two or more measures of teaching effectiveness based on prescribed standards, including observation, creation of a professional evidence binder (portfolio), student achievement scores, parent and student surveys, self-reflection, and others.

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P

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Peer Assistance and Review (PAR)
The goal of a PAR system is to help teachers to improve their teaching effectiveness. PAR includes two separate and distinct components — assistance and review. The assistance program ensures that teachers receive the support and guidance to improve their teaching performance. Peer review involves teachers in the assessment of a colleague's performance. It is a negotiated process in which teachers assess the performance of teachers. Peer reviewers may also be referred to as Consulting Teachers. Peer assistance can exist without peer review but peer review should not exist without an assistance program such as mentoring and professional development. All PAR programs in New York State are bargained collectively.

Peer Coaching
A professional development strategy for educators to consult with one another, to discuss and share teaching practices, to observe one another's classrooms, to promote collegiality and support, and to help ensure quality teaching for all students. Relationships between and among PAR participants and coaches are built on confidentiality and trust in a non-threatening, secure environment in which they learn and grow together; therefore, peer coaching is usually not part of an evaluative system. (ASCD, formerly the Association for Supervision and Curriculum Development.)

Performance Indicator
Describes the observable and measurable aspects of teaching practice for a particular element of a teaching standard. Performance indicators describe how teachers accomplish the actions and behaviors performed in the classroom.

Portfolio Assessment
A collection of work, which, when subjected to objective analysis, becomes an assessment tool. This occurs when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about student learning (CCSSO).
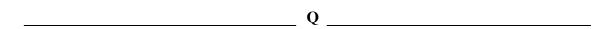
Portfolio of Teacher Work /Evidence Binder
A collection of items, exhibits, and artifacts intended to show a teacher's or student's accomplishments and abilities, including an increase in knowledge and skill. Teacher portfolios when used as a method of evaluation, involve goal-setting, collection of artifacts, self-reflection, and self-reporting.

Professional Development
A comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. Professional development promotes collective responsibility for improved student performance and comprises professional learning that:

• Is aligned with rigorous state student learning standards;

• Is conducted among educators at the school and facilitated by well-prepared professional development coaches, mentors, master teachers, or other teacher leaders;

• Is ongoing and engages educators in a continuous cycle of improvement.

Professional development may be provided through courses, workshops, seminars, technology, networks of content-area specialists and other education organizations and associations.

Q

Quality Rating Categories/Criteria
The performance of teachers evaluated on or after July 1, 2011, will be rated as one of the following categories based on a single composite effectiveness score:

• **Highly Effective** means a teacher is performing at a higher level than typically expected based on the evaluation criteria prescribed in regulations, including, but not limited to acceptable rates of student growth.
• **Effective** means a teacher is performing at the level typically based on the evaluation criteria prescribed in the regulations, including but not limited to acceptable rates of student growth.
• **Developing** means a teacher is not performing at the level typically expected and the reviewer determines that the teacher needs to make improvements based on the evaluation criteria prescribed in the regulations, including but not limited to less than acceptable rates of student growth.
• **Ineffective** refers to a teacher whose performance is unacceptable based on the evaluation criteria prescribed in the regulations, including but not limited to unacceptable or minimal rates of student growth.

R

Reliability
An estimate of how closely the results of a test would match if the tests were given repeatedly to the same student under the same conditions (and there was no practice effect). Reliability is a measure of consistency.

Rigorous
Means that locally selected measures are aligned to the New York State Learning Standards and to the extent practicable, are valid and reliable as defined by the Testing Standards.

Rubric
Describes a set of rules, guidelines, or benchmarks at different levels of performance, or prescribed descriptors for use in quantifying measures of program attributes and performance (adapted from Western Michigan University Evaluation Center).

Rubrics:

- Promote learning by giving clear performance targets based on agreed-upon learning goals.

- Are used to make subjective judgments about work or status more objective through clearly articulated criteria for performance.

- Can be used to understand next steps in learning or how to improve programs (adapted from CCSSO).

Rubric to Evaluate Teacher Effectiveness
Describes performance for each criteria at the level of effectiveness: "Highly Effective," "Effective," "Developing," and "Ineffective."

S

Standardized Tests
Tests that are administered and scored under uniform (standardized) conditions. Because most machine-scored, multiple-choice tests are standardized, the term is sometimes used to refer to such tests, but other tests may also be standardized.

Student Achievement
As defined by federal policy, student growth is the change in student achievement for an individual student between two or more points in time. Student achievement in the tested grades and subjects means: (1) a student's score on the state's assessments required under the federal Elementary and Secondary Education Act (ESEA); and, as appropriate, (2) other measures of student learning, such as those described for the non-tested grades and subjects, provided they are rigorous and comparable across classrooms.

For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student Growth
Student growth is the change in student achievement for an individual student between two or more points in time. A state may also include other measures that are rigorous and comparable across classrooms.

Student Growth Percentile Score
A statistical calculation that compares student achievement on state assessments or comparable measures to similar students.

Summative Assessment
A test given to evaluate and document what students have learned at the end of a period of instruction. The term is used to distinguish such tests from formative tests, which are used primarily to diagnose what students have learned in order to plan further instruction.

Summative Evaluation for Teachers
Assessment of whether a standard has been met. It can be used for tenure decisions, intensive assistance decisions, dismissal decisions, career path decisions and compensation decisions.

<center>**T**</center>

Teaching Standards
Establish a framework and definition of specific expectations for what teachers should know and be able to do.
Teaching Standards:
- Provide a clear definition of effective instructional practice;
- Define teacher competencies and describe what teachers should know and be able to do;
- Promote student learning;
- Serve as the base for teacher evaluation; and
- Inform professional learning and development.

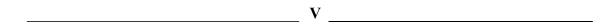**Teacher (Principal) Improvement Plan (TIP)**
On or after July 1, 2011, Chapter 103 of the Laws of 2010 requires a teacher receiving a rating of "developing" or "ineffective" to receive a Teacher Improvement Plan. The TIP must be developed and implemented no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year. The TIP is required to include, but is not limited to, identification of the needed area of improvement, a timeline for achieving improvement and the manner in which improvement will be assessed. Where appropriate, the TIP should also differentiate activities to support a teacher's or principal's improvement in those areas. The TIP is to be developed locally through negotiations and consistent with the regulations of the commissioner.

Teacher or Principal Growth Percentile Score
The student growth percentile score with student characteristics of poverty, students with disabilities and English language learners are taken into consideration.

Teacher of Record
For 2011-12, this includes the teachers who are primarily and directly responsible for student learning activity aligned to the performance measures of a course consistent with guidelines prescribed by the Commissioner. For 2012-13 this term will be defined by the Commissioner.

V

Validity
Means that scores obtained from an instrument (test) represent what they are intended to represent. Validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. For example, if a test is designed to measure achievement, then scores from the test really do represent various levels of achievement.

Value-Added Model
Aims to estimate fairly a teacher's contribution to achievement growth of his/her students. The model compares class-wide achievement growth to expected growth.

Statistical adjustments account for what each student brings to the classroom:
- Student's previous achievement.
- Other student factors such as poverty, attendance, special education status, etc. In principle, it is the fairest way to use student achievement in teacher evaluation (Gill).

Value-Added Growth Score
The result of a statistical model that incorporates a student's academic history and other demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics not in the teacher's or principal's control.

W

Weighting
Determining teacher effectiveness requires that the evidence of multiple measures — classroom observations, parent surveys, student test scores, and other evidence of student learning — be incorporated into a single composite score. In calculating the composite score, all evidence may not have equal value or significance to the specific purpose(s) of the evaluation. Weighting refers to assigning different levels of value to the evidence obtained by classroom observations, parent and student surveys, and to student work samples and/or test data.

APPENDICES

These materials are available at www.nysut.org/ted

APPENDIX A: Essential TED Resources
- The TED Workbook, containing materials to assist with each phase
- New York State Teaching Standards
- Teacher Practice Rubric

APPENDIX B: Supplemental Resources

On standards and evaluation:
- American Federation of Teachers' *Standards of Effective Teacher Evaluation Sample Implementation Plan*
- New York State Education Law, Chapter 103 of the Laws of 2010 Part 100 Regulations
- *NYSUT's Principles for Taking the Lead in Defining Excellence in P-12 Public Education*

On multiple measures:
- A Process for Districts to Select Local Measures
- Questions to Ask about Measures and Models
- Teacher Practice Portfolio/Evidence Binders
- Using Multiple Measures: Considerations
- Video Tips for Observations

On teacher development:
- New York State Professional Development Standards

APPENDIX C: Research Articles

(Footnotes)
1   As defined by the New York State Education Department.

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