

APPENDIX

A

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Education Law sections 101, 207, 210, 212, 215, 3001, 3004, 3006, 3006-a, 3009 and Subpart C of Part EE of Chapter 56 of the Laws of 2015.

1. A new Subpart 80-6 is added to the Regulations of the Commissioner of Education, effective June 20, 2016, to read as follows:

Subpart 80-6

Registration Requirements for Holders of a Permanent or Professional Certificate in the Classroom Teaching Service and Educational Leadership Service and Holders of a Teaching Assistant Level III Certificate and the Establishment of Continuing Teacher and Leader Education (CTLE) Requirements for Holders of Professional Certificates in the Classroom Teaching and Educational Leadership Service and Teaching Assistant Level III Certificate Holders for the 2016-2017 School Year and Thereafter.

§ 80-6.1. Definitions.

As used in this Subpart:

(a) *Applicable school* means a school district or board of cooperative educational services located in New York State. For purposes of this definition, the City School District of the City of New York and any of its components shall be considered a single school district.

(b) *Certificate holder* means all holders of a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building

leader, school district leader, school district business leader) and holders of a Level III teaching assistant certificate.

(c) Continuing teacher and leader education certificate holder (CTLE certificate holder) means all holders of a professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) and holders of a Level III teaching assistant certificate employed in a school district or board of cooperative educational services in New York State.

(d) Practicing means employed 90 days or more during a school year by a single applicable school in New York in a position requiring certification pursuant to this Part. For the purposes of this definition, a day of employment shall include a day actually worked in whole or in part, or a day not actually worked but a day paid. In addition, the City School District of the City of New York and any of its components, including but not limited to community school districts, high school divisions, special education divisions and the Chancellor's district, shall be considered together a single applicable school in New York.

(e) Registration period means the five-year registration period described in subdivisions (c) and (d) of section 80-6.2 of this Subpart and each subsequent five-year period thereafter.

§ 80-6.2. Registration requirements.

(a) During each five-year registration period, commencing with the 2016-2017 school year, certificate holders shall register with the Department, on a form prescribed by the Commissioner.

(b) Registration periods for each certificate holder shall be in accordance with schedules established by the Department.

(c) Any individual who was issued a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III teaching assistant certificate prior to July 1, 2016, shall apply for initial registration during the 2016-2017 school year during his/her month of birth, beginning on July 1, 2016 and shall renew his/her registration, on a form prescribed by the Department, in the last year of each subsequent five-year period thereafter.

(d) Any individual who is issued a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III teaching assistant certificate on or after July 1, 2016, shall be automatically registered, and the certificate holder shall re-register during the fifth succeeding birthday month thereafter and during each birthday month in the last year of each subsequent five year period.

(e) Any certificate holder not practicing in an applicable school, may allow his/her registration to lapse without being subject to the late fee as prescribed in subdivision (f) of this section, if he/she notifies the Department in a timeframe and manner prescribed by the Commissioner that he/she is no longer practicing in an applicable school. At such time as the certificate holder may choose to resume practicing in an applicable school, the certificate holder shall register with the Department, on a form prescribed by the Commissioner.

(f) Failure to register may subject a certificate holder to a late fee of \$10 per month. Any instance where a certificate holder willfully fails to register or fails to provide notice that he/she is not practicing in an applicable school pursuant to subdivision (e) of this section may constitute grounds for moral character review under subdivision seven of section three hundred five of this chapter.

(g) When a certificate holder pays his/her late fee by a personal check or credit card and it is subsequently not honored by the issuing institution, the certificate holder must subsequently pay by a certified check, a bank check, or a money order. The replacement payment shall include any late fee charges required under subdivision (f) of this section.

(h) Any certificate holder who fails to submit a replacement fee as required in subdivision (g) of this section shall have his/her registration voided 60 days from the date the department sends notification that said late fee was not honored by the issuing institution.

(i) Each certificate holder shall notify the Department of any change of name or address no later than 30 days after such change through the online TEACH System.

§ 80-6.3. Mandatory continuing teacher and leader education requirements.

(a) Requirements for CTLE certificate holders (holders of professional certificates in the classroom teaching service, educational leadership service and Level III teaching assistant certificate holders).

(1) Except as otherwise provided in paragraph (2) of this subdivision and subdivision (b) of this section, commencing with the 2016-2017 school year, a CTLE

certificate holder shall be required to successfully complete 100 clock hours of acceptable CTLE during the registration period; provided that:

(i) a CTLE certificate holder who holds a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title, shall be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and

(ii) for all other CTLE certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and

(iii) for a CTLE certificate holder who holds a Level III teaching assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

(2) Exemption from language acquisition requirements. For a teacher or school leader who is employed by a school district or BOCES with an approved exemption pursuant to section 154-2.3(k) of this Title because there are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the district's or BOCES total student population as of a date as established

by the Commissioner, the teacher or school leader shall be exempt from the language acquisition CTLE requirements prescribed in this subdivision for each such year that they are employed in a school district or BOCES with an approved exemption.

(3) The CTLE requirement prescribed in this subdivision may be completed at any time during the registration period and CTLE completed during a prior registration period may not be carried over.

(b) Adjustments to the requirement.

(1) An adjustment to the CTLE requirement prescribed, in terms of clock hours and/or the time for completing CTLE, may be granted by the Commissioner, provided that the CTLE certificate holder documents good cause that prevents compliance, which shall include any of the following reasons: poor health certified by a health care provider, extended active duty in the Armed Forces, or other good cause acceptable to the Department which may prevent compliance.

(2) A peer review teacher, or a principal acting as an independent trained evaluator, conducting a classroom observation as part of the teacher evaluation system pursuant to Education Law §3012-d may credit such time towards his/her CTLE requirement.

(3) A holder of a certificate in the classroom teaching service who achieves certification from the National Board for Professional Teaching Standards shall be deemed to have met the CTLE requirement, for the registration period in which such National Board Certification is achieved, provided that the CTLE certificate holder must continue to meet the applicable required CTLE requirements in language acquisition as described in paragraph (1) of subdivision (a) of this section.

§ 80-6.4. Measurement of continuing teacher and leader education.

(a) CTLE credit shall only be granted for CTLE acceptable to the Department and conducted by a sponsor approved by the Department pursuant to section 80-6.10 of this Subpart.

(b) For credit-bearing university or college courses, each semester-hour of credit shall equal 15 clock hours of CTLE credit, and each quarter-hour of credit shall equal 10 clock hours of CTLE credit for purposes of this section. For all other approved continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education.

§ 80-6.5. Conditional registration.

(a) The Department, in its discretion, may issue a conditional registration to a CTLE certificate holder who attests to noncompliance with the CTLE requirements of this section, provided that such CTLE certificate holder meets the following requirements:

(1) the CTLE certificate holder agrees to remedy such deficiency within the conditional registration period: and

(2) the CTLE certificate holder agrees to complete any additional CTLE during such conditional registration period that the Department may require.

(b) The duration of a conditional registration shall be determined by the Department and shall not exceed one year and shall not be renewed or extended absent good cause.

(c) If a CTLE certificate holder does not submit evidence, satisfactory to the Department, of completion of the required hours of CTLE within the duration of such conditional registration period, his/her registration shall be denied and the CTLE certificate holder shall not be permitted to practice at an applicable school. If the CTLE certificate holder continues to practice at an applicable school without his/her registration, he/she shall be subject to moral character review pursuant to Part 83 of the Commissioner's regulations.

§ 80-6.6. Renewal of registration.

(a) At the end of each registration period, a CTLE certificate holder shall submit an application for re-registration on a form and in a format prescribed by the Commissioner.

(b) CTLE certificate holders shall certify to the Department that they have either complied with the CTLE requirements as prescribed in this Subpart during their prior registration period, or are eligible for an adjustment to the CTLE requirements, as prescribed in subdivision (b) of section 80-6.3 of this Subpart.

(c) A CTLE certificate holder who has not satisfied the mandatory CTLE requirements shall not practice in an applicable school until he/she has met such requirements and has been registered or conditionally registered.

(d) CTLE hours taken during one registration period may not be transferred to the subsequent registration period.

§ 80-6.7. Recordkeeping requirements.

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English language learners, the sponsor's name and any identifying number, attendance verification, and the date and location of the program. Such records shall be retained for at least three years from the end of the registration period in which the continuing teacher and leader education was completed and shall be available for review by the Department upon request.

§ 80-6.8. Requirement for CTLE certificate holders resuming practice in an applicable school.

(a) A CTLE certificate holder returning to practice in an applicable school shall be required to register with the Department prior to resuming practice.

(b) A CTLE certificate holder, who is in the middle of a registration period when he/she becomes inactive and is no longer practicing in an applicable school, must complete a minimum of 20 hours of CTLE for every year of the registration period that he/she was practicing in an applicable school.

§ 80-6.9. Acceptable continuing teacher and leader education.

(a) Acceptable CTLE must be taken from a sponsor approved by the Department pursuant to section 80-6.11 of this Subpart.

(b) Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of English language learners as described in section 80-6.3 of this Subpart. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

§ 80-6.10. Sponsor approval.

(a) Except as otherwise provided in subdivision (e) of this section, an entity seeking approval by the Department as a provider of CTLE under this section shall submit an application on forms prescribed by the Commissioner accompanied by a fee of \$600.

(b) Any of the following entities may apply to the Department to be an approved sponsor of CTLE:

- (1) school districts;
- (2) board of cooperative educational services;
- (3) teacher centers;
- (4) New York State institutions of higher education;

(5) professional organizations and unions; and

(6) any other entity approved by the Department.

(c) Department review of sponsors.

(1) Except as otherwise provided in subdivision (e) of this section, the Department shall conduct a review of any entity that applies for sponsor approval to offer CTLE under this Subpart.

(2) To be an approved sponsor, each applicant shall submit evidence satisfactory to the Department that the applicant:

(i) has and will maintain adequate resources to offer the course work and training;

(ii) has and will ensure that faculty who will offer the course work or training have demonstrated their competence to offer the course work or training;

(iii) certifies in writing that the course work or training will be conducted through use of a curriculum which, at a minimum:

(a) will expand educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assesses student progress;

(b) is research-based and provides educators with opportunities to analyze, apply, and engage in research;

(c) is designed to ensure that educators:

(1) have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment;

(2) have the knowledge and skill to meet the diverse needs of all students;

(3) have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students;

(4) have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education;

(d) uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth;

(e) promotes technological literacy and facilitates the effective use of all appropriate technology; and

(f) evaluates using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

(iv) certifies, in writing, that certification of completion forms obtained from the Department will be issued to students upon completion of the course work or training for their use in documenting satisfaction of the requirement of course work or training for CTLE purposes; and

(v) certifies, in writing, that it will maintain and produce evidence of completion for all students who complete the course work or training and that it will submit such evidence to the Department, in a time and format prescribed by the commissioner.

(d) Sponsors that are approved by the Department pursuant to the requirements of this section shall be approved for a five-year term. At the expiration of such term, the

sponsor must reapply to the Department for approval, on a form prescribed by the Commissioner, which shall be accompanied by a \$600 fee.

(e) The Department may review approved sponsors during the term of approval to ensure compliance with the requirements of this Subpart and may request information from a sponsor and may conduct a site visit pursuant to such review. A determination by the Department that the services offered by the sponsor are inadequate, incomplete or otherwise unsatisfactory pursuant to the standards set forth in this Subpart, may result in the termination of the sponsor's approved status. Any of the entities described in paragraphs (1) through (5) of subdivision (b) of this section shall not be required to pay any of the required fees for initial approval or renewal of approval under this section and shall be subject to a streamlined review by the Department.

2. Subdivisions (a) through (i) of section 80-3.6 of the Regulations of the Commissioner of Education shall be redesignated as subdivisions (b) through (j) of this section and a new subdivision (a) shall be added to section 80-3.6 of the Regulations of the Commissioner of Education, effective June 20, 2016, to read as follows:

(a) Applicability. The professional development requirements of this section shall apply until the 2016-2017 school year.

3. Subdivision (dd) of section 100.2 shall be amended, effective June 20, 2016, to read as follows:

(dd) Professional development. For purposes of this subdivision, professional development includes any continuing education required under Subpart 80-6 of this Title.

(1) Requirement.

(i) By September 1, 2000, and annually by September 1st of each school year thereafter, each school district and board of cooperative educational services (BOCES) shall adopt a professional development plan that meets the content requirements prescribed in paragraph (2) of this subdivision. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. The plan shall also ensure that holders of level III teaching assistants certificates and that substitute teachers who work on a long-term basis, as defined in section 80-5.4 of this Title, are provided the opportunity to participate in the professional development program of the district or BOCES.

(ii) Such professional development plan may be a part of a comprehensive education plan of the district or BOCES, provided that the professional development plan meets all of the requirements of this subdivision, including the requirements related to collaboration with the professional development team in the development of the plan as prescribed in paragraph (3) of this subdivision, or may be a free-standing plan of the district or BOCES.

(iii) A school district or BOCES shall include as part of its professional development plan a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities and English language learners to assure that they have the skills and

knowledge necessary to meet the needs of students with disabilities and English language learners, respectively.

(2) Content of the plan. The professional development plan shall be structured in a format consistent with commissioner's guidelines and shall include:

(i)

(ii) a description of:

(a) how the school districts or BOCES provide all teachers they employ substantial professional development opportunities directly related to student learning needs as identified in the school district or BOCES report card and other sources as determined by the school district or BOCES. For plans covering the time period, February 2, 2004 and thereafter, each school district or BOCES shall describe in its plan how it will provide teachers it employs holding a professional certificate and/or Level III teaching assistant certificate with opportunities to [maintain such certificates in good standing based upon successfully completing] complete 175 hours of professional development or 100 hours of continuing teacher and leader education, as required every five years [as prescribed in] under Part 80 of this Title;

(b) teachers' expected participation in professional development, including but not limited to an estimate of the average number of hours each teacher is expected to participate in professional development in the school year covered by the plan;

(c) the alignment of professional development with New York standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities;

(d) the articulation of professional development across grade levels;

(e) the efforts made to ensure that professional development is continuous and sustained and that the methods and approaches for delivering professional development have been shown to be effective; and

(f) the manner in which the school district or BOCES will measure the impact of professional development on student achievement and teachers' practices; and

(iii) provision for the training of employees holding a teaching certificate or license in the classroom teaching service, school service, or administrative and supervisory service in school violence prevention and intervention. Each such employee shall be required to complete at least one training course in school violence prevention and intervention, which shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. Upon request of the employee who successfully completes such training course, the school district or board of cooperative educational services shall provide the employee with a certificate of completion attesting to the completion of the two clock hours of training in school violence prevention and intervention; and

(iv) for plans covering the time period February 2, 2004 and thereafter, provision for a mentoring program.

(ee) The purpose of the mentoring program shall be 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 the State learning standards.

(ff) The professional development plan shall describe how the school district or BOCES will provide a mentoring program for teachers in the classroom teaching service who must participate in a mentoring program to meet the teaching experience requirement for the professional certificate, as prescribed in section 80-3.4 of this Title.

(gg) The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by article 14 of the Civil Service Law, provided that nothing herein shall be construed to impose a collective bargaining obligation that is not required by article 14 of the Civil Service Law.

(hh) The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher, unless withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character; or unless the school district or BOCES has entered into an agreement, negotiated pursuant to article 14 of the Civil Service Law

whose terms are in effect, that provides that the information obtained by the mentor through intervention with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.

(ii) The professional development plan shall describe the following elements of the mentoring program:

(jj) the procedure for selecting mentors, which shall be published and made available to staff of the school district or BOCES and upon request to members of the public;

(kk) the role of mentors, which shall include but not be limited to providing guidance and support to the new teacher;

(ll) the preparation of mentors, which may include but shall not be limited to the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology;

(mm) types of mentoring activities, which may include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team coaching, and orienting the new teacher to the school culture; and

(nn) time allotted for mentoring, which may include but shall not be limited to scheduling common planning sessions, releasing the mentor and the new teacher from a portion of their instructional and/or noninstructional duties, and providing time for mentoring during superintendent conference days, before and after the school day, and during summer orientation sessions.

(oo) For plans covering the time period July 1, 2015 and thereafter, each school district or BOCES shall describe in its plan how it will provide:

(a) a holder of a professional certificate in the certificate title of English to speakers of other languages (all grades) and a holder of a bilingual extension under section 80-4.3 of this Title with a minimum of 50 percent of the required professional development clock hours for such certificate title in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and

(b) all other holders of professional certificates in the classroom teaching service, a minimum of 15 percent of the required professional development clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and

(c) a holder of a level III teaching assistant certificate, a minimum of 15 percent of the required professional development clock hours in language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners;

(d) a school district or board of cooperative educational services may seek permission on an annual basis from the commissioner for an exemption from the professional development requirements in this subparagraph where there are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the district's or board of cooperative educational services'

total student population as of such date as established by the commissioner. The process for such exemption can be found in section 154-2.3(k) of this Title.

(3) Development and adoption of the plan.

(i) The requirement in this subparagraph shall be applicable to all BOCES and school districts, except the City School District of the City of New York. The requirements of subparagraph (ii) of this paragraph shall be applicable to the City School District of the City of New York.

(a) The plan shall be developed through collaboration with a professional development team. The team members shall be designated for appointment in the manner prescribed in this clause, except as prescribed in clause (b) of this subparagraph. The board of education or BOCES shall appoint the members of the team, a majority of which shall be teachers, which shall include the superintendent of schools or his or her designee in the case of school districts or the district superintendent or his or her designee in the case of BOCES; school administrators upon designation by the administrators' collective bargaining organization; teachers upon designation by the teachers' collective bargaining organization; at least one parent upon designation by the established parent groups in the district or in their absence, by the superintendent in the case of a school district or district superintendent in the case of a BOCES; and one or more curriculum specialists, meaning a teacher or administrator whose primary job responsibility involves the development or evaluation of curricula, upon designation by the district or teachers' collective bargaining organization or both. In addition, the team shall include at least one representative of a higher education institution, provided that the board of education or BOCES determines that a

qualified candidate is available to serve after conducting a reasonable search. The team may include other individuals, such as representatives of professional development organizations or the community at large. In school districts or BOCES in which teachers or administrators are not represented by a collective bargaining organization, teachers or administrators shall be designated by their peers in a manner prescribed by the Board of Education or BOCES.

(b) Notwithstanding the requirements of clause (a) of this subparagraph, members of the professional development team employed in or representing a school under registration review, pursuant to subdivision (p) of this section, including but not limited to teachers, administrators, curriculum specialists and parents, shall not be designated for appointment as prescribed in clause (a) of this subparagraph, but shall instead be recommended by the superintendent of the school district for appointment by the board of education.

(c) The board of education or BOCES shall permit the professional development team a period of at least 180 days to develop its recommended professional development plan and shall convene such team on or before October 1st, except that for the 1999-2000 school year, such team shall be convened by October 8, 1999.

(d) Such team shall submit to the board of education or to the BOCES a recommended professional development plan by a date specified by the board of education or BOCES. The board of education or BOCES may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the board of education or BOCES shall be returned to the team for further consideration. Any subsequent modification in the professional development team's

recommendation to the board of education or BOCES shall be presented to the board of education or BOCES on or before June 1st, and the board of education or BOCES shall act on the plan by June 30th. The final determination on the content of the professional development plan shall be the determination of the board of education or BOCES.

(e) The professional development plan shall be adopted by the board of education or BOCES at a public meeting. Each year, the board of education or BOCES shall evaluate the effectiveness of the plan. The board of education or BOCES may adopt a multi-year plan or an annual plan, provided that in the case of a multi-year plan the professional development team shall be required to review the plan on an annual basis, and submit to the board of education or BOCES recommended revisions, if necessary. The board of education or BOCES shall determine whether to approve the recommended revisions.

(ii) The requirements of this subparagraph shall be applicable to the City School District of the City of New York.

(a) Each community school district, high school division, special education division and the chancellor's district shall have a professional development plan.

(b) Each plan shall be developed through collaboration with a professional development team. The team members shall be designated for appointment in the manner prescribed in this clause, except as prescribed in clause (c) of this subparagraph. In the case of a community school district, the board of education of the community school district shall appoint the members of the team for the community school district. In the case of a high school division, special education division, and the chancellor's district, the Chancellor of the City School District of the City of New York

shall appoint the members of the team. The team, a majority of which shall be teachers, shall include the superintendent of the district for which the team was formed or his or her designee; school administrators upon designation by the administrators' collective bargaining organization; teachers upon designation by the teachers' collective bargaining organization; at least one parent upon designation by the established parent groups in the district, or, in their absence, by the chancellor in the case of a high school division, a special education division or a chancellor's district, or by the board of education of the community school district in the case of a community school district; one or more curriculum specialists, meaning a teacher or administrator whose primary job responsibility involves the development or evaluation of curricula, upon designation by either or both the teachers' collective bargaining organization, or by the chancellor in the case of a high school division, a special education division or a chancellor's district, or by the board of education of the community school district in the case of a community school district. In addition, the team shall include at least one representative of a higher education institution, provided a qualified candidate is available to serve after conducting a reasonable search. The team may include other individuals, such as representatives of professional development organizations or the community at large.

(c) Notwithstanding the requirements of clause (b) of this subparagraph, members of the professional development team employed in or representing a school under registration review, pursuant to subdivision (p) of this section, including but not limited to teachers, administrators, curriculum specialists and parents, shall not be designated for appointment as prescribed in clause (b) of this subparagraph but shall instead be recommended by the chancellor for appointment by the board of education

of the community school district in the case of community school districts, and appointed by the chancellor without being designated by any other party in the case of high school divisions, special education divisions and the chancellor's district.

(d) In the case of high school divisions, special education divisions and the chancellor's district, the chancellor shall convene the professional development team on or before October 1st, except for the 1999-2000 school year when such team shall be convened by October 8, 1999. The chancellor shall permit the team a period of 180 days to develop its recommended professional development plan. Such team shall submit to the chancellor a recommended professional development plan by a date specified by the chancellor. The chancellor may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the chancellor shall be returned to the team for further consideration. Any subsequent modification in the professional development team's recommendation to the chancellor shall be presented to the chancellor on or before June 1st, and the chancellor shall act on the plan by June 30th. The final determination on the content of the professional development plan shall be the determination of the chancellor, in accordance with Education Law, section 2590-h(14). In the event that the team does not make a recommendation to the chancellor by the date specified by the chancellor, the chancellor may promulgate a professional development plan without such recommendation.

(e) In the case of community school districts, each board of education of the community school district shall submit to the Chancellor of the City School District of the

City of New York a recommended professional development plan by a date specified by the chancellor. Such professional development plan shall be developed through collaboration with the community school district's professional development team. Each board of education of a community school district shall convene its professional development team on or before October 1st, except for the 1999-2000 school year when such team shall be convened by October 8, 1999. The board of education of the community school district shall permit its professional development team a period of at least 180 days to develop its recommendations for the professional development plan. Such team shall submit to the board its recommended professional development plan by a date specified by the board. Components of the plan not accepted by the board of education of the community school district shall be returned to the team for further consideration and submitted to the board by a date specified by the board. The board of education of the community school district may accept or reject the recommendations in whole or in part. The board shall adopt final recommendations for the district's professional development plan for submission to the chancellor. The chancellor may accept or reject the recommendations of the board of education of the community school district in whole or part. Components of the plan not approved by the chancellor shall be returned to the board of education of the community school district for further consideration. Any subsequent modification in the board's recommendation to the chancellor shall be presented to the chancellor on or before June 1st, and the chancellor shall act on the plan by June 30th. The final determination on the content of the professional development plan shall be the determination of the chancellor, in accordance with Education Law, section 2590-h(14). In the event that the board of

education of the community school district does not make a recommendation to the chancellor by the date specified by the chancellor, the chancellor may promulgate a professional development plan without such recommendation.

(f) Each year, the chancellor shall evaluate the effectiveness of the plan for each district. The chancellor shall promulgate a multi-year or an annual plan for each district, provided that in the case of a multi-year plan for a high school division, special education division and the chancellor's district, such district's professional development team shall be required to review the plan on an annual basis; and in the case of a multi-year plan for a community school district, the board of education of the community school district shall be required to review the plan on an annual basis in collaboration with its professional development team. Such districts shall submit to the chancellor recommended revisions, if necessary. The chancellor shall determine whether to approve the recommended revisions.

(4) Reporting requirement.

(i) Professional development plan.

(a) Each year, the superintendent of a school district, the district superintendent of a BOCES, and in the case of the City School District of the City of New York, the Chancellor, shall be required to certify to the commissioner, in a form and on a timetable prescribed by the commissioner, that:

(1) the requirements of this subdivision to have a professional development plan for the succeeding school year have been met; and

(2) the school district or BOCES has complied with the professional development plan applicable to the current school year.

(b) The commissioner may request a copy of the professional development plan for review and may recommend changes to the plan to meet the learning needs of the students in the school district or BOCES.

(ii) Professional development. School districts and BOCES shall report to the department in a form and a timetable prescribed by the department, information concerning the completion of professional development for regularly employed certificate holders, who are subject to the [professional development] continuing teacher and leader education requirement prescribed in [section 80-3.6] Subpart 80-6 of this Title. Prior to reporting such information to the department, the school district or BOCES shall be required to consult with the certificate holder to verify the accuracy of the information. For purposes of this reporting requirement, *regularly employed certificate holders* shall mean certificate holders who are employed by the school district or BOCES in a position requiring teaching certification for 90 days or more in the July 1st through June 30th professional development year, prescribed in [section 80-3.6] Subpart 80-6 of this Title. In the case of the City School District of the City of New York, the 90 days or more of employment shall include the combined number of days employed in a position requiring teaching certification at any of its components, including but not limited to community school districts, high school divisions, special education divisions, and the Chancellor's district, in the professional development year. In computing the number of days employed, a day of employment shall include a day actually worked in whole or in part or a day not actually worked but a day paid.

(5) Recordkeeping requirements.

(i) School districts and BOCES shall be required to maintain a record of professional development successfully completed by certificate holders, who are subject to the professional development requirement and/or continuing teacher and leader education requirements prescribed in [section 80-3.6] Part 80 of this Title, and who take professional development and/or continuing teacher and leader education offered by the school district or BOCES or by entities on behalf of the school district or BOCES. Such record shall include: the name of the [professional] certificate holder, [his or her teacher certification identification number,] the title of the program, the number of hours completed, and the date and location of the program. Such record shall be retained by the school district or BOCES for at least seven years from the date of completion of the professional development by the [professional] certificate holder and shall be available for review by the department.

(ii) School districts and BOCES shall maintain documentation of the implementation of the mentoring program described in the professional development plan. Such documentation shall include for each individual receiving mentoring pursuant to the mentoring program: the name of that individual, his or her teacher certificate identification number, the type of mentoring activity, the number of clock hours successfully completed in the mentoring activity, and the name and the teacher certificate identification number of the individual who provided the mentoring. Such record shall be maintained by the school district or BOCES for at least seven years from the date of completion of the mentoring activity and shall be available for review by the department.

(6) Notwithstanding the requirements of this subdivision, participation in professional development outside the regular school day or regularly scheduled working days of the school year shall be volitional for teachers, unless otherwise agreed upon as a term or condition of employment pursuant to collective bargaining under article 14 of the Civil Service Law.

(7) Variance. A variance shall be granted from a requirement of this subdivision, upon a finding by the commissioner that a school district or BOCES has executed prior to October 7, 1999 an agreement negotiated pursuant to article 14 of the Civil Service Law, whose terms continue in effect and are inconsistent with such requirement.

B

New York State Professional Development Standards

- **New York State Professional Development Standards (PDF/Word)**
- **Background on the Development of the Standards**

New York State Professional Development Standards

An Introduction

In a commitment to raising the knowledge, skills, and opportunity of its citizens, New York State seeks to enhance students' cognitive, social, emotional and academic achievement throughout its schools. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Indeed, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in our schools.

New York State's Commitment to Professional Development

The efforts of the New York State Board of Regents, the State Education Department, and the State Professional Standards and Practices Board for Teaching have resulted in formal processes that promote and support professional development for all educators and other school personnel. Listed below are existing State requirements and systems that build a strong foundation for professional development in New York:

- Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain their certification.

- Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education.
- Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

The State Education Department also administers a number of State and federal programs that support on-going sustained professional development to schools and BOCES, such as the State's Teacher Center Program, the Mentor-Teacher Internship Program, and NCLB Title IIA Teacher Quality grants. In addition, various State-supported professional development networks share the goal of improving student achievement by supporting educator growth and change in practice, for example, Boards of Cooperative Educational Services (BOCES), Special Education Training Resource Centers (SETRC), and Bilingual/ESL Technical Assistance Centers (BETAC).

The New York State Professional Development Standards and the related indicators will guide high quality professional development offered by these and other providers. Use of the standards will increase coordination of effort and consistency in providing professional development to all school personnel throughout the State.

Ensuring Consistent High Quality Professional Development Leading to Increased Student Achievement

New York State's Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. Attributes of effective professional development include the following:

- **Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.** Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.

- **Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.**
- **Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning.** These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.
- **Professional development is most effective when it takes place in professional learning communities.** These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.
- **Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning.** Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.
- **Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.**
- **Professional development is most effective when adequate resources are provided.** Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten Standards for High Quality Professional Development

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best

practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

New York State Professional Development Standards and Indicators

Standard 1: Designing Professional Development

Standard:

Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

Indicators:

- 1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
- 1b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
- 1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.
- 1d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.
- 1e. Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.
- 1f. Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.
- 1g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.
- 1h. Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

Standard 2: Content Knowledge and Quality Teaching

Standard:

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Indicators:

- 2a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.
- 2b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.
- 2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.
- 2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.
- 2e. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.
- 2f. Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

Standard 3: Research-based Professional Learning**Standard:**

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

- 3a. Professional development is based on current research in teaching, learning, and leadership.
- 3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.
 - 3b.1. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.
 - 3b.2. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.
 - 3b.3. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.

Standard 4: Collaboration

Standard:

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Indicators:

- 4a. Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- 4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.
- 4c. Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

Standard:

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

- 5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
- 5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
- 5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments**Standard:**

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

- 6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
- 6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.
- 6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

Standard 7: Parent, Family and Community Engagement

Standard:

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Indicators:

- 7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.
- 7b. Professional development enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.
- 7c. Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 8: Data-driven Professional Practice**Standard:**

Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Indicators:

- 8a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.
- 8b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.
- 8c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.
- 8d. Professional development provides opportunities for educators to use results from local, state and national assessments; student work samples and portfolios; school

climate, parent, and teacher surveys; and student behavior data to guide their instruction.

- 8e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

Standard 9: Technology

Standard:

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

- 9a. Professional development ensures ongoing educator and student technological literacy.
- 9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.
- 9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
- 9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.
- 9e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
- 9f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration.
- 9g. Professional development addresses the legal and ethical uses of technology.

Standard 10: Evaluation

Standard:

Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Indicators:

- 10a. Resources are provided to plan and conduct ongoing evaluation of professional development.
- 10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).
- 10c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).
- 10d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans.

Background on the Development of the Standards

The New York State Professional Development Standards were approved by the Board of Regents in February 2009.

In its report to the Regents Higher Education Committee in October 2007, the State Professional Standards and Practices Board for Teaching discussed the project it had undertaken to draft standards in the area of professional development in order to assist schools in providing high quality professional development to teachers and others in the school community.

The standards were developed to align with the New York State Learning Standards and were based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. In late fall of 2007, the Department sent a preliminary draft set of standards to the field for review. Response to the proposed standards was overwhelmingly positive and hundreds of comments and suggestions were received over the six-month comment period.

In June 2008, the Standards Board presented a draft of the proposed New York State Professional Development Standards to the Regents Higher Education Committee. The Regents provided guidance on its further development and suggested revisions. Input from

the Regents and from the field was incorporated into the final draft document, which was approved by the Board of Regents at its February 2009 meeting.

For more information, contact:

Nancy Taylor Baumes

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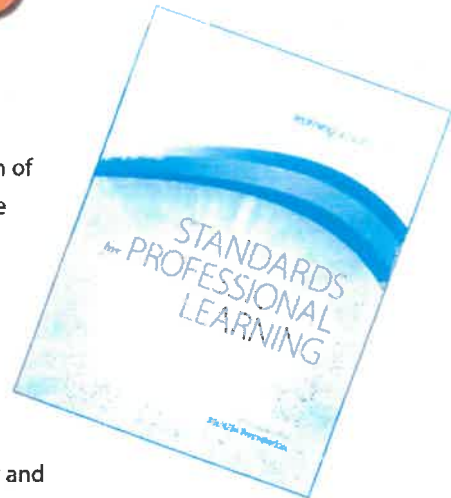
STANDARDS *for* PROFESSIONAL LEARNING

Quick reference guide

About the standards

This is the third version of standards that outline the characteristics of effective professional learning. This edition, drawn from research and based on evidence-based practice, describes a set of expectations for effective professional learning to ensure equity and excellence in educator learning. The standards serve as indicators that guide the learning, facilitation, implementation, and evaluation of professional learning.

As with earlier versions of the standards, including the last revision in 2001, Learning Forward invited representatives from leading education associations and organizations to contribute to the development of the standards. Together, these representatives reviewed research and best practice literature to contribute to the standards revision with consideration of their own constituencies, including teachers, principals, superintendents, and local and state school board members.

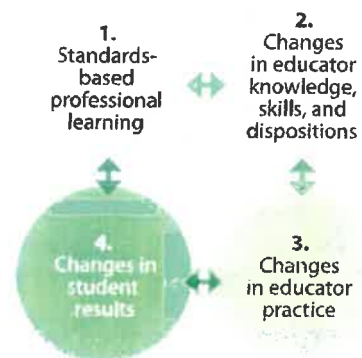


STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.



4 prerequisites for effective professional learning

The seven new standards focus attention on educator learning that relates to successful student learning. Implicit in the standards are several prerequisites for effective professional learning. They are so fundamental that the standards do not identify or describe them. These prerequisites reside where professional learning intersects with professional ethics.

Professional learning is not the answer to all the challenges educators face, but it can significantly increase their capacities to succeed. When school systems, schools, and education leaders organize professional learning aligned with the standards, and when educators engage in professional learning to increase their effectiveness, student learning will increase.

1 Educators' commitment to students, all students, is the foundation of effective professional learning. Committed educators understand that they must engage in continuous improvement to know enough and be skilled enough to meet the learning needs of all students. As professionals, they seek to deepen their knowledge and expand their portfolio of skills and practices, always striving to increase each student's performance. If adults responsible for student learning do not continuously seek new learning, it is not only their knowledge, skills, and practices that erode over time. They also become less able to adapt to change, less self-confident, and less able to make a positive difference in the lives of their colleagues and students.

2 Each educator involved in professional learning comes to the experience ready to learn. Professional learning is a partnership among professionals who engage with one another to access or construct knowledge, skills, practices, and dispositions. However, it cannot be effective if educators resist learning. Educators want and deserve high-quality professional learning that is relevant and useful. They are more likely to fully engage in learning with receptive hearts and minds when their school systems, schools, and colleagues align professional learning with the standards.

3 Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance. This cannot happen unless educators listen to one another, respect one another's experiences and perspectives, hold students' best interests at the forefront, trust that their colleagues share a common vision and goals, and are honest about their abilities, practices, challenges, and results. Professional accountability for individual and peer results strengthens the profession and results for students.

4 Like all learners, educators learn in different ways and at different rates. Because some educators have different learning needs than others, professional learning must engage each educator in timely, high-quality learning that meets his or her particular learning needs. Some may benefit from more time than others, different types of learning experiences, or more support as they seek to translate new learning into more productive practices. For some educators, this requires courage to acknowledge their learning needs, and determination and patience to continue learning until the practices are effective and comfortable.

SUGGESTIONS FOR USE

Standards for Professional Learning are designed to set policies and shape practice in professional learning. Improvement is a continuous process without a beginning or end. Because professional learning is at the core of every effort to increase educator effectiveness and results for all students, its quality and effectiveness cannot be left to chance. The standards will guide the efforts of individuals, teams, school and school system staff, public agencies and officials, and nonprofit and for-profit associations or organizations engaged in setting policy, organizing, providing, facilitating, managing, participating in, monitoring, or measuring professional learning to increase educator effectiveness and results for all students.

These standards stimulate dialogue, discussion, and analysis that lead to increased effectiveness in professional learning regardless of the state of current practice. Here are several suggestions for how various types of educators may use the standards to deepen their understanding of effective professional learning and how to strengthen professional learning for all educators. The book *Standards for Professional Learning* (Learning Forward, 2011; see ordering information at right) offers a more comprehensive list.

INDIVIDUALS CAN:

- Study the standards to develop a foundational knowledge about effective professional learning.
- Use the standards to request improvements in professional learning in which they participate.
- Apply the standards to the planning, design, facilitation, and evaluation of professional learning they lead.

SCHOOL STAFF CAN:

- Share the standards with external assistance providers who facilitate professional learning with school staff.
- Share the standards with parents, guardians, and community members to foster their support for professional learning as a means to increase student learning.
- Bring the standards into all program implementation or improvement discussions.

SCHOOL SYSTEM STAFF CAN:

- Post the standards on or link to the standards from the school system's website.
- Use the standards as criteria for evaluating the effectiveness of all professional learning.
- Prepare a resolution that the school trustees adopt the standards as expectations for all professional learning.

MORE TO COME



Learning Forward, with continuing support from MetLife Foundation, will develop additional tools to support the implementation and evaluation of the standards.

“Using the standards to shape more effective professional learning will require study, thought, discussion, and planning.”

—*Standards for Professional Learning*

ORDER THE STANDARDS TODAY

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D

ISTE STANDARDS FOR TEACHERS

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity and innovation in both face-to-face and virtual environments.

- Promote, support, and model creative and innovative thinking and inventiveness.
- Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning and creative processes.
- Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital Age Learning Experiences and Assessments

Teachers design, develop and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the ISTE Standards•S.

- Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning and assessing their own progress.
- Customize and personalize learning activities to address students' diverse learning styles, working strategies and abilities using digital tools and resources.
- Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital Age Work and Learning

Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.

- Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- Collaborate with students, peers, parents and community members using digital tools and resources to support student success and innovation.
- Communicate relevant information and ideas effectively to students, parents and peers using a variety of digital age media and formats.





- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property and the appropriate documentation of sources.
- b. Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning and exhibit leadership in their school and professional communities by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. Contribute to the effectiveness, vitality and self-renewal of the teaching profession and of their school and community.

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E

ISLLC Standards

The Interstate School Leaders Licensure Consortium (ISLLC) Standards have recently been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership (Van Meter & Murphy, 1997). The Program in Educational Leadership uses the ISLLC standards as a requirement for the student's Learning Portfolio.

There are six standards. Each standard is followed by the *Knowledge* required for the standard, the *Dispositions* or attitudes manifest by the accomplishment of the standard, and *Performances* that could be observed by an administrator who is accomplished in the standard.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge

The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions

- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged

- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge

The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning

- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

Standard 4 : A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Dispositions

The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

Performances

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge

The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions

The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances

The administrator facilitates processes and engages in activities ensuring that:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others

- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

F

New York State Teaching Standards And Elements

Standard 1: Knowledge of Students & Student Learning

- 1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels
- 1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes
- 1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students
- 1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning
- 1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning
- 1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

Standard 2: Knowledge of Content and Instructional Planning

- 2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]
- 2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts
- 2.3 Uses a broad range of instructional strategies to make subject matter accessible
- 2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
- 2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge
- 2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

Standard 3: Instructional Practice

- 3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning
- 3.2 Communicate clearly and accurately with students to maximize their understanding and learning
- 3.3 Set high expectations and create challenging learning experiences for students
- 3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
- 3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology
- 3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs

Standard 4: Learning Environment

- 4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student
- 4.2 Creates an intellectually challenging and stimulating learning environment
- 4.3 Manages the learning environment for the effective operation of the classroom
- 4.4 Organize and utilize available resources [e.g. physical space, time, people, technology] to create a safe and productive learning environment

Standard 5: Assessment for Student Learning

- 5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth
- 5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
- 5.3 Communicate information about various components of the assessment system
- 5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly
- 5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated

Standard 6: Professional Responsibilities and Collaboration

- 6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities
- 6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning
- 6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success
- 6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations
- 6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

Standard 7: Professional Growth

- 7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth
- 7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies
- 7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice
- 7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources

G

Teacher Evaluation Rubrics

by Kim Marshall – Revised August 21, 2011

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year. It is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 weeks followed by face-to-face conversations are the best way for supervisors to have an accurate sense of teachers' performance, give ongoing praise and suggestions, and listen to concerns. For a detailed account of the development of these rubrics and their broader purpose, see Kim Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2009).

3. The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. *Improvement Necessary* indicates that performance has real deficiencies; no teacher should be content to remain at this level (although some novices might begin here). Performance at the *Does Not Meet Standards* level is clearly unacceptable should lead to dismissal if it is not improved immediately.

4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all six pages have been scored, record the ratings on the summary sheet (page 8).

5. Evaluation conferences are greatly enhanced if the supervisor and teacher fill out the rubrics in advance, then meet and compare scores one page at a time. The supervisor has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Supervisors should go into the evaluation process with humility since they can't know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective. For a discussion of the role of student achievement in teacher evaluation, see "Merit Pay or Team Accountability" (Education Week, Sept. 1, 2010) by Kim Marshall.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help teachers improve. The kindest thing a supervisor can do for an underperforming teacher is give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.

7. If an entire staff is scored honestly using these rubrics, it's possible to create a color-coded spreadsheet that can serve as a powerful (confidential) road-map for schoolwide professional development (see the sample on page 9).

8. These rubrics are "open source" and may be used and adapted by schools and districts as they see fit.

A. Planning and Preparation for Learning

4
Highly Effective
3
Effective
2
Improvement
Necessary
1
Does Not Meet
Standards

The teacher:

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: ____ Comments:

B. Classroom Management

The teacher:		4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.	
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.	
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.	
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.	
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.	
f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.	
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.	
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.	
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.	
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.	

Overall rating: ____ Comments:

C. Delivery of Instruction

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate all students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating: ____ Comments:

D. Monitoring, Assessment, and Follow-Up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating: _____ Comments:

E. Family and Community Outreach

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: _____ Comments:

F. Professional Responsibilities

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade-level and schoolwide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an after-school activity.	Declines invitations to serve on committees and attend after-school activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating: _____ Comments:

Evaluation Summary Page

Teacher's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

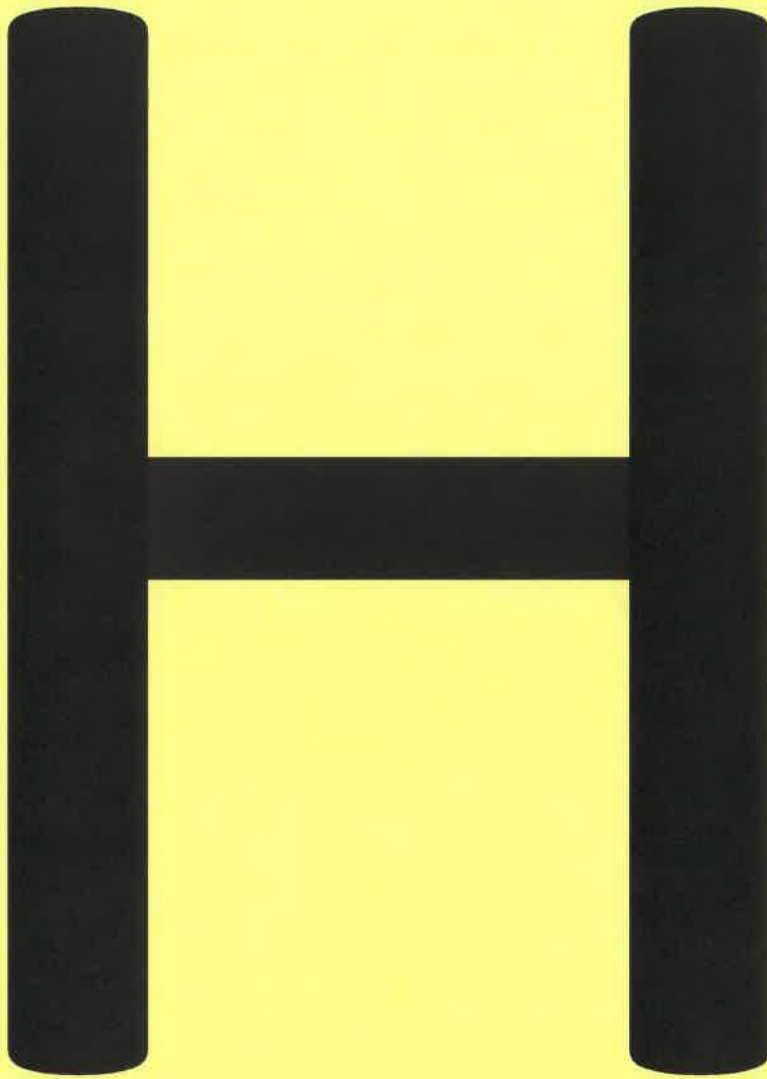
OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)



Multidimensional Principal Performance Rubric

Domain 1 – Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	claims to have a vision and mission for the school, but keeps it private school vision and mission are unrelated to the district vision and mission	identifies the school's vision and mission, and makes them public school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought	collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning school vision and mission aligns with the vision and mission of the district	engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision ² and mission for learning school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	disregards the need to use the school's vision and mission to guide goals, plans and actions assumes that the school's improvement is either an event or the responsibility of a single individual	refers to the school vision and mission as a document unconnected to programs, policies or practices provides selected staff with opportunities to discuss school improvement efforts	explicitly links the school's vision and mission to programs and policies has a process and structure in place for organizational improvement and uses it to assess the school	uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision-making uses and regularly evaluates strategic processes and structures to promote the school's continuous and sustainable improvement

¹ In the electronic version, Culture is hyperlinked to an input PowerPoint.

² In the electronic version, shared vision is hyperlinked to an annotated shared visioning activity.

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Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i></p>	<p>promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts</p> <p>maintains a hands off approach to instruction</p> <p>initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning</p> <p>provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"</p> <p>allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks</p> <p>supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work</p> <p>maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time</p>	<p>engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question</p> <p>supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them</p>

Multidimensional Principal Performance Rubric

Domain 2 – School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</p>	<p>acknowledges the need for communication and collaboration</p> <p>provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals</p> <p>creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures</p>	<p>considers proposals for collaborative structures and projects</p> <p>encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design</p> <p>creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures</p>	<p>supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice</p> <p>develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)</p> <p>creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures</p>	<p>establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice</p> <p>nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful,³ relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways</p>

³ In the electronic version, *meaningful* will hyperlink to an activity on engagement and meaningfulness
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Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i></p>	<p>assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students</p> <p>is unaware of effective and appropriate technologies available</p>	<p>invests in activities that promote the development of a select group of leaders</p> <p>provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences</p>	<p>develops the instructional and leadership capacity of staff</p> <p>promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available</p>	<p>develops and taps the capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school</p> <p>engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization</p>
<p>Sustainability⁴ <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	<p>uses "accountability" to justify a system that links student achievement with accolades and blame</p>	<p>assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other</p>	<p>develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.</p>	<p>facilitates regular use of easily accessible assessments and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.</p>

⁴ In the electronic version, *Sustainability* will hyperlink to a PowerPoint providing input on Sustainability.
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Multidimensional Principal Performance Rubric

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Strategic Planning Process: <i>(the implementation and stewardship of goals, decisions and actions)</i></p>	<p>judges the merit of the instructional program based on what is used by others</p>	<p>evaluates the impact of the instructional program based on results of standardized assessments</p>	<p>gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program</p>	<p>provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement</p>

Multidimensional Principal Performance Rubric

Domain 3 – Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i>	obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others	obtains human, fiscal and technological resources and allocates them without an apparent plan shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability	obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles	considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support and promote the leaders of tomorrow
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it	establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	promotes and protects the welfare and safety of students and staff	engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls

Multidimensional Principal Performance Rubric

Domain 3 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	<p>avoids engaging with management or operations systems</p>	<p>monitors and evaluates the management and operational systems</p>	<p>monitors, evaluates and revises management and operational systems</p>	<p>establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement</p>
<p>Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i></p>	<p>allocates time as required to comply with regulations and mandates</p>	<p>schedules time outside of the typical school day for teachers to support instruction and learning</p>	<p>ensures teacher and organizational time is focused to support quality instruction and student learning</p>	<p>engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning</p>

Multidimensional Principal Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Strategic Planning <i>(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)</i>	makes decisions about whether or not to change the educational environment based on own impressions and beliefs	collects and analyzes data and information pertinent to the educational environment	collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	considers the community as separate from the school	provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects	promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities	engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	identifies lack of family and caregiver involvement as a key explanation for lack of achievement	takes actions intended to increase family and caregiver support for the school	builds and sustains positive relationships with families and caregivers	builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts

Multidimensional Principal Performance Rubric

Domain 5 – Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	<p>associates "accountability" with threats and blame for students' academic and social difficulties</p>	<p>focuses on accountability for academic and social success of students whose test results threaten the school's standing</p>	<p>ensures a system of accountability for every student's academic and social success</p>	<p>enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success</p>
	<p>makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them.</p>	<p>makes decisions and takes actions without considering consequences, dealing with them if and when they occur</p>	<p>considers and evaluates the potential moral and legal consequences of decision-making</p>	<p>engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good</p>
	<p>blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders</p>	<p>assumes responsibility for decisions and actions related to mandates</p>	<p>assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility</p>	<p>promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs</p>

Multidimensional Principal Performance Rubric

Domain 5 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	<p>mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others</p>	<p>proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others</p>	<p>models principles of self-awareness, reflective practice, transparency, and ethical behavior</p>	<p>engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them</p>
	<p>pays lip service to values related to democracy, equity and diversity</p>	<p>holds others accountable for upholding the values of democracy, equity and diversity</p>	<p>safeguards the values of democracy, equity, and diversity</p>	<p>provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity</p>
	<p>implements strategies that group and label students with specific needs, isolating them from the mainstream</p>	<p>asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action</p>	<p>promotes social justice and ensures that individual student needs inform all aspects of schooling</p>	<p>creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions</p>

Multidimensional Principal Performance Rubric

Domain 6 – Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>	appears unaware of decisions affecting student learning made outside of own school or district waits to be told how to respond to emerging trends or initiatives	reacts to district, state and national decisions affecting student learning continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field	acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies	engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	advocates for self and own interests	advocates for selected causes	advocates for children, families, and caregivers	guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another

Multidimensional Principal Performance Rubric

Other: Goal Setting and Attainment

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Uncovering Goals <ul style="list-style-type: none"> • Align • Define 	<p>“does” goal setting in order to be in compliance with mandates or regulations</p> <p>operates from own opinion and perceptions without attending to vision and data</p> <p>extracts goals from own interests</p> <p>goals are isolated action steps, unaligned to a goal that can actually be worked toward</p>	<p>completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning</p> <p>considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision</p> <p>establishes goals that focus on improving teacher practice, and academic results and/or school learning environment</p> <p>goals are broad, general, aspirational statements that are too big to be assessed</p>	<p>engages in the goal setting process as part of own professional improvement as related to improving student learning</p> <p>works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment</p> <p>creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning</p> <p>goals are stated in ways that allow progress toward them to be assessed</p>	<p>embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision</p> <p>engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment</p> <p>generates goals that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning</p> <p>goals are expressed in statements that are both actionable and measurable</p>

Multidimensional Principal Performance Rubric

		Goal Setting and Attainment (cont.)	
Ineffective 1		Developing 2	Effective 3
Strategic Planning⁵ <ul style="list-style-type: none"> • Prioritize • Strategize 	<p>considers goals in no special order</p> <p>changes commitment to goals as new ones emerge</p> <p>lists generic strategies that could apply to a variety of goals</p> <p>states the benefits of attaining the goal(s)</p>	<p>prioritizes goals based on own interests</p> <p>relies on own perspective to assert the importance and alignment of identified goals</p> <p>lists strategies that will be used to accomplish goals identified</p> <p>describes, in general terms, what successful goal attainment will look like and accomplish</p>	<p>prioritizes goals by considering what can be gained by pursuing each</p> <p>uses superintendent's perspective to test own assumptions about goals to see if they are truly connected to the school/district vision and needs</p> <p>articulates strategies supporting actions, and reasons for selecting them</p> <p>identifies anticipated specific measures of success for each goal</p>
		<p>prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis-a-vis others</p> <p>uses the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the school/district vision and needs</p> <p>articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions⁶ related to each, and evidence of strategy's impact.</p> <p>describes the evidence that, when collected and annotated, will support that attending to these goals actually decreases the distance between current reality and the vision</p>	Highly Effective 4

⁵ In this electronic version, *Strategic Planning* will hyperlink to a scaffolded, strategic planning worksheet.

⁶ In the electronic version, *implementation intentions* will be a hyperlinked definition with examples.

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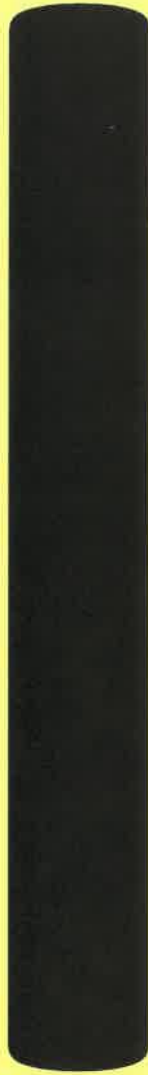
Multidimensional Principal Performance Rubric

		Goal Setting and Attainment (cont.)			
		Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Taking Action <ul style="list-style-type: none"> • Mobilize • Monitor • Refine 	<p>refers in general to working toward goals, but is unable to articulate related steps or strategies</p> <p>speaks about taking actions, but has trouble committing and getting started</p> <p>changes goals to better match what is currently happening or uses what is happening to rationalize giving up</p>	<p>identifies a series of individual actions for each goal without specifying whether the goals are long or short term</p> <p>implements the action plan quietly and privately</p> <p>adjusts goals and actions based on instinct and self-perceptions</p>	<p>creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term</p> <p>implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well</p> <p>monitors and refines goals and/or action steps, based on formative assessment of evidence collected</p>	<p>designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies</p> <p>shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning</p> <p>seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan</p>	

Multidimensional Principal Performance Rubric

		Goal Setting and Attainment (cont.)			
		Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Evaluating Attainment <ul style="list-style-type: none"> • Document <ul style="list-style-type: none"> ○ Insights ○ Accomplishments ○ New questions ○ Implications for moving forward • Next steps 	<p>documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement</p> <p>categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work</p> <p>dismisses the possibility of using goals to define next steps</p>	<p>sporadically documents thinking related to key moments, obstacles or achievements</p> <p>evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved</p> <p>considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve</p>	<p>periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise</p> <p>evaluates goals and goal attainment by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps towards attaining the school vision</p> <p>determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements</p>	<p>throughout the implementation of the action plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences</p> <p>taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning</p> <p>engages stakeholders⁷ in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision</p>	

⁷ In the electronic version, stakeholders would be a hyperlink to a definition and stakeholder identification activity.
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The New York State Teaching Standards
 Adopted January 11, 2011
 21st Century Skills Requirement

Standard	Technology	21 st Century Skills
<p>I Knowledge of Students and Student Learning</p> <p>Element 1.6</p>	<p>Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning</p> <p>Performance Indicators:</p> <p>a. Teachers use technological tools and a variety of communication strategies to engage each student.</p>	<p>b. Teachers assist students to become knowledgeable and critical consumers and users of quality information</p>
<p>II Knowledge of Content and Instructional Planning</p> <p>Element II.2</p>		<p>Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts</p> <p>c. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.</p> <p>d. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.</p> <p>e. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.</p>

Element II.3		<p>Performance Indicators:</p> <p>c. Teachers make meaningful connections between content and students' life experiences.</p> <p>d. Teachers create opportunities for students to engage in self-directed learning.</p>
Element II.6	<p>b. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.</p>	
<p>III Instructional Practice</p> <p>Element III.4</p>	<p>Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.</p> <p>Performance Indicators:</p> <p>b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.</p>	
Element III.5	<p>Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.</p> <p>e. Students utilize technologies and resources to solve real-world problems</p>	<p>Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.</p> <p>c. Students make decisions, solve problems, and take actions as appropriate.</p> <p>d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.</p>

IV Learning Environment

Element IV.2

Teachers create an intellectually challenging and stimulating learning environment.

Performance Indicators:

- a. Teachers encourage students to set high standards and expectations for their own performance.
- b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
- c. Teachers promote students' curiosity and enthusiasm for learning.
- d. Students are actively engaged in learning.
- e. Students openly express their ideas.
- f. Students show pride in their work and accomplishments.

Element IV.4

Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

- b. Teachers ensure that all students have equitable access to available resources and technologies.

<p>V Assessment for Student Learning</p>	<p>Element V.1</p>	<p>f. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.</p>
<p>Element V.2</p>	<p>a. Teachers analyze data accurately. b. Teachers provide timely feedback to engage students in self-reflection and self-improvement c. Teachers use assessment data to set goals and design and differentiate instruction d. Teachers engage students in self-assessment of their learning goals, strategies, and outcomes</p>	
<p>VI Professional Responsibilities and Collaboration</p>	<p>Element VI.1</p>	<p>d. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.</p>

J



Overview of Contents:

Page 1

Page 2

Pages 3-9

Page 10

Page 11

Common Data Views

Data Driven Instruction and Inquiry (DDI) is a critical component of the Regents' Reform Agenda. As educators strive to effectively implement the NYS Common Core Curriculum, having access to high-quality data related to student learning has become increasingly important.

As a result, the 12 Regional Information Centers are collaborating in an effort to provide all school districts with a common report package that can be leveraged to support the following needs:

- Provide educators, across the state, with a common framework to discuss effective teaching strategies.
- Improve the quality of reports available by leveraging programming and data analysis expertise across the state.

Please review the following pages to learn more about the 12 Regional Information Centers and the Common Data Views.

NYS IT Centers

Central New York RIC
6820 Thompson Rd.
Syracuse, NY 13211

**Genesee Valley / Wayne Finger
Lakes Educational Technology
Service (EduTech)**
101 Dumlin Court
Newark, NY 14513-1863

Greater Southern Tier RIC
459 Philo Rd.
Elmira, NY 14903

Lower Hudson RIC
450 Mahanoneck Avenue
Harrison, NY 10528

Mid-Hudson RIC
175 Rt. 32 North
New Paltz, NY 12561

Mohawk RIC
4937 Spring Rd.
Verona, NY 13478-0168

Monroe RIC
11 Linden Park
Rochester, NY 14626

Nassau RIC
1 Merrick Ave.
Westbury, NY 11590

Northeastern RIC
900 Watervliet Shaker Rd.
Albany, NY 12205

South Central RIC
435 Glenwood Rd.
Binghamton, NY 13746

Suffolk RIC
15 Andrea Rd.
Holbrook, NY 11741

Western New York RIC
355 Harlem Rd.
West Seneca, NY 14224



Regional Information Centers' Expertise

The Regional Information Centers (RICs) are organized under the Board of Cooperative Educational Services (BOCES). Regional Information Centers (RICs) offer 21st century classroom tools to optimize student achievement. Similar to BOCES, RICs are a trusted provider of collaborative services. By regionalizing services, the RICs, in particular, make a wider range of technology skill sets available to school districts. This relationship increases the buying power of a district and promotes consistent technical standards. This cost effective system continues to lighten the burden placed on local taxpayers and has leveled the playing field so that no matter the size of a district, the best resources remain within reach for New York students.

RICs provide an array of services that support New York State's Testing Program and Data Driven Instruction and Inquiry (DDI), including those highlighted below.

NYS Data Warehouse
Support

Benchmark and Local
Assessments Support

Data Report
Development

3-8 Testing Support

Erasure Analysis

Data Analysis Support

Regents Scanning

Data Integration
Support

Network and Inquiry
Teams Support

Common Data Views Development Process

In the fall of 2013, the twelve Regional Information Centers worked collaboratively to identify the five common data views that would be most beneficial to school districts across the state for instructional purposes. The project began with the development of the 3-8 Individual Student Performance Reports, Regional Gap Analysis, Released Question Analysis, Constructed Response Analysis and P-Value Reports. When the 2014 testing data was released in July, all five reports were available for all districts to use for professional development and instructional planning for the 2014-2015 school year.

During the fall of 2014, the Regional Information Centers created the common data views at the Regents level. In addition, they created the Regional Scatter Plot Reports that illustrate the relationship between economically disadvantaged students and proficiency rates at both the 3-8 and Regents levels. These reports are now created and will be available when the data is released from SED this summer. During the spring of 2015, a subcommittee convened to review the common data views and re-image them so that all 12 RIC's were providing reports that not only provided the same information, but looked the same as well. This document includes samples of the updated Individual Student Performance, Regional Gap Analysis, and the Released Question Report.

The plan is to continue to expand the views as data driven instructional practices are refined across the state and data analysis needs evolve. This document will be updated as additional views are developed.

Cognos Data Views	Data			Instructional Use				
	3-8 ELA Math	3-8 Science	Regents	Data Analysis Activities	State Standard Programs	State Level Building Programs	Program Analysis	Regional Sharing
Individual Student Performance	X	X	X	X	X			
Regional Gap Analysis	X	X	X	X		X	X	X
Released Question Analysis	X			X		X	X	X
Constructed Response Analysis	X	X	X			X	X	X
P-Value	X		X			X	X	X
Scatter Plot	X		X			X	X	X

Individual Student Performance

For all students taught in a particular section or building, this view provides information related to students' individual performance. Each student's results are grouped by domain, cluster, and standard.

"It's important for students to have access to their own data and to get that feedback from teachers so they can start to direct their own learning."

-Deb Guro, Mahanwah Regional Information Center Network Team Member and Data Leader

Data Analysis Best Practice:

When interpreting results for single students, the greater number of questions examined, the greater the confidence in the interpretations about the student's performance on questions grouped in meaningful ways.

Individual Student Performance Report

This report is organized by learning standard and shows the number and percent of multiple choice questions answered correctly as well as the points awarded for constructed response questions. The constructed response portion also indicates the percentage of questions for which the student was awarded full credit. The comparison group's performance (in blue) is also shown.

District Name: Snowyowen Imaginary School District

Location: Snowyowen Intermediate School

Course/Section:

School Year: June 30, 2014

Test: Grade 6 ELA

Test Date: April 1, 2014

Student: F000110101 - 000000000

Number of Questions:

Level: Level 1

State Percentile: 71

Multiple Choice Analysis

Standard	Number of Questions	Student # Correct	Student % Correct	Comparison % Correct
Strand: Reading - Literary				
Reading Informational Text				
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	2	2	100%	74
RI.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text (distinct from personal opinions or judgments)	2	1	50%	67
RI.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the character's response to change in the plot moves toward a resolution	2	1	50%	57
Reading Informational Text				
RI.6.4 Demonstrate the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	3	1	33%	72
RI.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot	4	1	25%	64
RI.6.6 Evaluate how an author develops the point of view of the narrator or speaker in a text	1	1	100%	40
Strand: Reading - Informational Text				
Reading Informational Text				
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	7	5	71%	54
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text (distinct from personal opinions or judgments)	5	4	80%	64
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through descriptions of a character)	3	2	67%	62

Regional Gap Analysis

This common view shows the percentage of total possible points earned for the district, as compared to the regional percent correct for each item.

"By studying regional perspectives, longitudinal data and discrete skill item analysis, our Network Team is able to help teachers triangulate the data and then help them refine their practice."

-Lizette Higgins, Hillcrest EOCES Assistant Superintendent

Data Analysis Best Practice:

Examining regional trends supports educators' efforts to leverage regional expertise. Using this data, teachers and administrators are able to have informed collaborative conversations with colleagues and identify and share instructional best practices.

Performance Report with Gap Analysis by Course-Section

This report is generated by learning standard and shows the number and percent of multiple-choice questions answered correctly as well as the points earned for each question compared to the regional percent correct for each question. The constructed response section also indicates the percentage of questions for which students were awarded full credit for an answer that was correct.

Reporting Period: 1st Quarter, 2013-2014

District Name: Snowy Mountain Regional District

School Name: JHS #1 (2013)

Teacher: Susan Da...

Location: Snowy Mountain Middle School

Test: Grade 6 EOC

Course/Section

Test Date: 10/1/13

Standard	Classroom n=18		School n=84	District n=83	Region (n=2984)	
	Points Earned	% Correct	Points Earned	Points Earned	Points Earned	% Correct
Standard: Reading - Literature						
Cluster: Key Ideas and Details						
RC.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferentially (drawn from textual details).	26-00C	100%	87%	91%	23	97%
	48-00C	72%	67%	72%	19	71%
	57-CR	66%	78%	69%	23	71%
RC.1.2 Analyze how a text or an issue, event, or idea develops a central idea or theme and how that idea or theme is conveyed.	23-00C	100%	89%	83%	27	97%
RC.1.2.1 Analyze how a text or an issue, event, or idea develops a central idea or theme and how that idea or theme is conveyed.	27-00C	83%	77%	77%	27	83%
	56-CR	51%	64%	57%	21	64%
	59-CR	67%	70%	64%	21	70%
RC.1.3 Analyze how a particular sentence, paragraph, or section contributes to the overall structure and organization of the text and how that structure and organization relate to the topic and the purpose.	03-00C	61%	61%	64%	21	67%
	45-00C	72%	61	57	21	72%
Standard: Reading - Informational						
RC.2.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferentially (drawn from textual details).	22-00C	72%	61%	57%	23	72%
	26-00C	100%	83	83	27	100%
	46-00C	50%	71%	77%	21	77%
RC.2.2 Analyze how a text or an issue, event, or idea develops a central idea or theme and how that idea or theme is conveyed.	25-00C	70%	71%	72%	27	77%
	64-00C	95%	73	73	27	95%
	58-CR	61%	64%	67%	21	67%
RC.2.3 Analyze how a text or an issue, event, or idea develops a central idea or theme and how that idea or theme is conveyed.	47-00C	83%	70%	70%	27	83%

Released Questions Performance

This common view provides performance information on each question released by NYSED. The view highlights the distribution of responses for multiple choice and constructed response items.

"I absolutely love the report that gives an item analysis for the released questions. I have been sharing it with teachers and administrators and they are thrilled to be able to do this level of analysis with the released questions."

-Lorena Shivers, Monroe 2-Orleans BOCES Staff Developer

Data Analysis Best Practice:

Educators should use this report in conjunction with New York State Education Department's 2014 released sample of questions. Questions are available in every grade (3-8) for both ELA and Mathematics. To access these questions visit: <https://www.engageny.org/>.

Released Question Performance Report by Class/Section

This report is intended to be used with the Released Questions with Annotations publication available on EngageNY. Page numbers referenced are from that publication. The report is organized by released question number and shows the number and percent of released multiple choice questions answered correctly as well as the distribution of student responses (the number and percent of students who selected each multiple choice response). The constructed response section shows the percentage of available points awarded for each question, as well as the percentage of students who were awarded full credit for that question. It also shows the number and percentage of students who were awarded each score point for the question. Student performance information is shown for the building (school), the district, and, in this case, all of the students within a BOCES region. The page numbers and links refer to

District Name: Snowytown Imaginary School District

Location: Snowytown Test Date: April 1, 2014

School Year: June 30, 2014

Test: Grade 6 Math Course/Section: BAA111

Teacher: Mavis Dum

Multiple Choice Analysis				Distribution of Responses: Classroom													Building				District				BOCES			
				n=12													n=39				n=12				n=1990			
Page Number	Question Number	Standard	% Correct	A	B	C	D	no response	A	B	C	D	Building % Correct	District % Correct	BOCES % Correct	Gap to BOCES												
1	03-MC	8.EE.A.3	64%	3	7	1	0	0	27%	64%	9%	0%	59%	64%	63%	0%												
2	09-MC	8.G.A.2	82%	9	2	0	0	0	82%	18%	0%	0%	77%	75%	71%	6%												
3	07-MC	8.G.A.2	82%	9	2	0	0	0	82%	18%	0%	0%	72%	67%	61%	7%												
7	11-MC	8.EE.A.4	16%	1	3	3	4	3	9%	27%	27%	36%	16%	16%	11%	5%												
8	12-MC	8.SP.A.2	82%	9	1	0	1	0	82%	9%	0%	9%	67%	64%	5%	0%												
11	13-MC	8.EE.A.4	36%	4	0	3	4	0	36%	0%	27%	36%	24%	11%	27%	3%												
12	14-MC	8.EE.A.4	73%	0	1	8	2	0	0%	9%	73%	18%	49%	48%	41%	7%												
14	15-MC	8.EE.A.4	73%	2	8	0	1	0	18%	73%	0%	9%	54%	57%	64%	7%												

Constructed Response Distribution

This common view shows students' performance on constructed response items. Tables and/or graphs show aggregated performance within a domain and/or distribution of performance by standard.

"This report allows teachers and administrators to drill-down to the standards level... it allows us to align instruction with ongoing formative assessment – aligned to the Core – to monitor student progress throughout the year."

-Larry Saxe, Union-Fordell Central School District, Principal

Data Analysis Best Practice:

Analysis of constructed response distribution reports supports educators in improving writing across the content areas and ensures that students gain adequate mastery of a range of skills and applications.

Constructed Response Distribution of Points Awarded by Class/Section

This report is intended to be used with the Released Questions with Annotations publication available on EngageNY. Page numbers referenced are from that publication. This report is organized by learning standard and shows the number and percent of released multiple choice questions answered correctly as well as the distribution of student responses (the number and percent of students who selected each multiple choice response). The constructed response section shows the percentage of available points awarded for each question, as well as the percentage of students who were awarded full credit for that question. It also shows the number and percentage of students who awarded each score point for the question. The comparison group's performance (in this case, all of the students within a BCES region) shows summary information for that group.

District Name: Snowtown Imagery School District

Location: Snowtown Middle School

Test Date: April 2016

School Year: June 10, 2015

Test: Grade 8 Math

Course/Section: 8011

Teacher: Brian O'Neil

Constructed Response Analysis

Question Number	% Points Earned	% Full Credit	Distribution of Points Earned - Classroom																Number of 3s	Number of 2s	Number of 1s	Number of 0s
			1				2				3				4							
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Domain: Proportions & Equations																						
Cluster: Understand the connections between proportional relationships, lines, and linear equations.																						
8.EE.6.3 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	61-CR	19%	16%	2	2	3	4	0	10	10	27	14	10	10	10	10	10	10	10			
Cluster: Analyze and solve linear equations and pairs of simultaneous linear equations.																						
8.EE.6.7a Solve linear equations, inequalities, and systems of equations. Rearrange formulas to highlight certain information.	61-CR	27%	16%	3	2	3	0	10	10	10	10	10	10	10	10	10	10	10	10			

P-Value

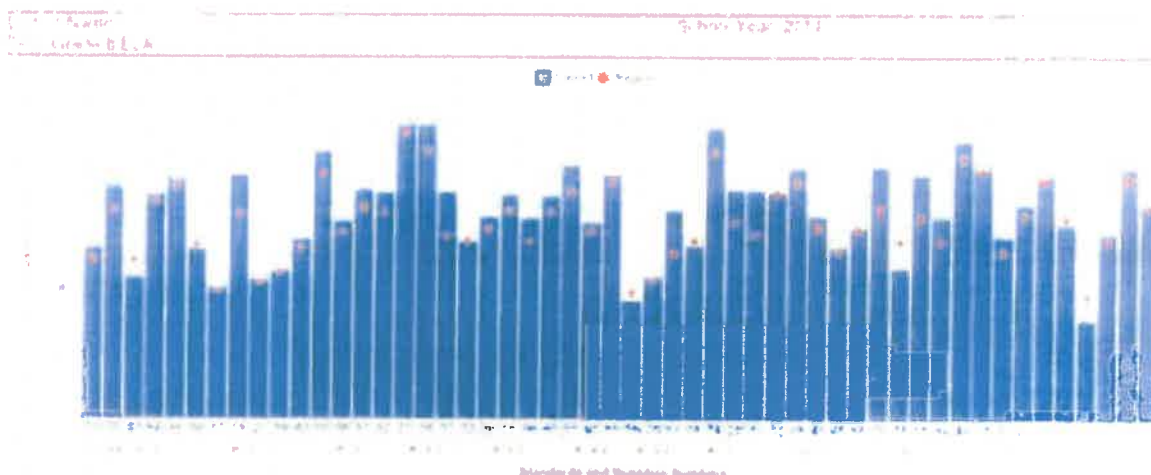
This common view shows the p-value for each question. For multiple choice items, p-value is the proportion of students responding correctly. For constructed response items, p-value is the mean raw score divided by the maximum number of score points for an item.

"Our assessments are tools that can help improve instruction through the identification of student strengths and areas in need of additional support."

-Ken Wagner, NYSE | Curriculum Assessment & Educational Technology Deputy Commissioner

Data Analysis Best Practice:

District performance on individual questions can be compared to regional levels to determine how similar students performed on a particular question. The larger the sample size the more accurate the results.



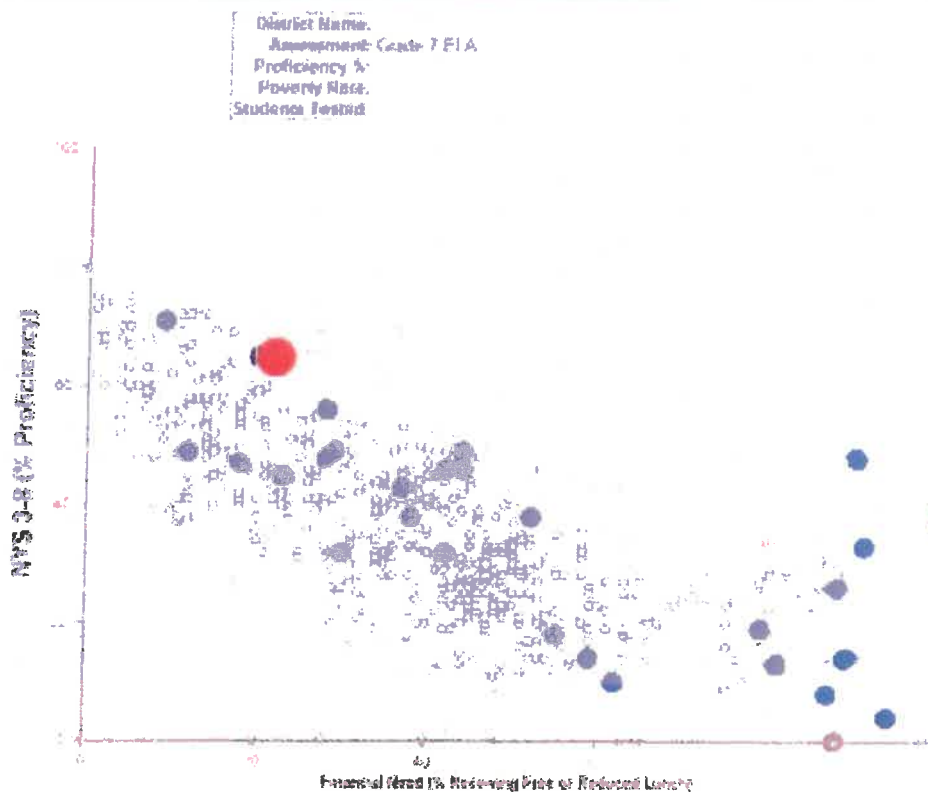
Proficiency & Poverty Scatter Plot

This common data view illustrates the relationship between economically disadvantaged students and proficiency rates. Districts placed in the upper-right quadrant are both high-need and high-performance; districts placed in the lower-right quadrant are those of high-needs and low-performance; districts in the upper-left are low-need and high-performance; finally, those in the lower-left quadrant are low-need and low-performance.

"If we're giving assessments and don't use data, how can we drive instruction? We would just keep teaching what we're teaching and never close gaps."

—Karee Anne Palumbo, Union City School District Principal

Data Analysis Best Practice: This chart can be used to examine the correlation between economically disadvantaged students and performance. Particular interest should be paid to those districts who are placed, or approaching, the upper-right quadrant, as those schools have shown significant levels of achievement with significant barriers related to student poverty.



Communication Protocol

A precursor to using data effectively in data driven instruction is an awareness of the types of data available for review. Below is a recommended flow chart for the dissemination of information to ensure that all educators can access the valuable reporting available in Cognos or similar RIC developed environments.

District Superintendent

Shares an overview of the content, timeline and accessibility of the Common Data Views in their region with component Superintendents.



Superintendent

Shares an overview of the content, timeline and accessibility of the Common Data Views in their district with Assistant Superintendents, Principals and District Level Instructional Teams/Committees.



Principal

Shares an overview of the content, timeline and accessibility of the Common Data Views in their building with School Based Inquiry Teams and teachers. Prints out grade level data reports for teacher or SBIT use.



Teacher

Utilizes the printed Common Data View reports as a resource as they prepare for and participate in Data Analysis Meetings.

For specific details regarding how to log into the local Cognos environment or to have a Data Analyst assist you with the interpretation of these and other available reports, please contact your Regional Information Center.

Recommended Report Timeline

NYSED releases the data sets used to create the common data views in phases following the testing administration window. Although many of the common data views are available after the first data release, some fields remain empty until the second round of data is released. This sheet outlines the optimal time to access, print and utilize the common data view reports so that all fields are complete and the report is most useful.

2016 Instructional Reports Release for Grades 3-8 ELA & Mathematics Testing Program ELA: May 18th, Math: June 3rd

Reports available for instructional analysis, summer curriculum writing, planning & goal setting include:

- Constructed Response Distribution of Points Awarded (by District version)
- Performance Report with Gap Analysis (by District version)
- P-Value Report (by District version)



2016 Summer Report Release

- Released Question Performance Report
- Proficiency & Poverty Scatter Plot

K

Windham Ashland Jewett Assessment Analysis

Course _____ Teacher _____ Date _____ Assessment Title _____

STANDARDS ANALYSIS	ANALYSIS OF WHY STUDENTS DID NOT LEARN IT	INSTRUCTIONAL PLAN – What strategies or instructional modifications will you use to address these weak standards?
<p>WHOLE CLASS INSTRUCTION What standards warrant more time for whole-class instruction?</p> <ul style="list-style-type: none"> • • • • • • • • • • 		
<p>STUDENTS OF MAJOR CONCERN</p> <ul style="list-style-type: none"> • • • • • • • • 	<p>WHAT THEY NEED MOST HELP WITH....</p>	<p>INSTRUCTIONAL PLAN – WHEN OR HOW WILL THEY GET THE HELP THEY NEED?</p>



**Windham Ashland Jewett Central School
Assessment Analysis**

Teacher: _____ Course: _____ Assessment: _____ Date: _____

Standards Analysis: Complete for standards that were NOT MASTERED

Standards/Question #s that were not mastered (add/delete rows as necessary)	Deep-dive Analysis
	<p>What misunderstandings are revealed in the data? Why do you think students failed to reach mastery?</p> <p>What will you do to help students achieve mastery?</p> <ul style="list-style-type: none"> • •
	<p>What misunderstandings are revealed in the data? Why do you think students failed to reach mastery?</p> <p>What will you do to help students achieve mastery?</p> <ul style="list-style-type: none"> • •
	<p>What misunderstandings are revealed in the data? Why do you think students failed to reach mastery?</p> <p>What will you do to help students achieve mastery?</p> <ul style="list-style-type: none"> • •

M

Windham-Ashland-Jewett CSD

Common Core Aligned Lesson Plan Template

Subject(s): _____ Grade: _____

Teacher(s): _____ Date: _____

LESSON ELEMENT

1. Goal and/or Lesson Objective:
2. Key Concepts: (What is the key concept or topic of this lesson?)
3. College Readiness Focus / 21st Century Skills: (What Common Core Shift will this lesson address? Explain. How does this lesson address these 21st Century skills: critical thinking, communication, collaboration, literacy information and technology, innovation, global awareness?)
4. Learning Standards: (What New York State and/or Common Core Standard will this lesson address?)
5. Formative Assessment Criteria for Success: (How will you address whether or not students have learned this material?)
6. Plans for Lesson Modification: (How will you modify future instruction for students who fail to meet the expectations of this lesson?)
7. Interim Assessment: (Are these performance indicators also measured on an interim assessment? Explain.....or provide a copy of the interim assessment.)
8. Unit Plan: (Is this lesson part of a larger unit plan? If so, what are the "big ideas" or "enduring understandings" of that unit? E.g. Students will understand.....)
9. Learning Target(s): (What will students know and be able to do as a result of this lesson?)
10. What opportunities for cognitive engagement will this lesson provide for students?

11. Access for All: (How will you ensure that ALL students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

12. Modifications/Accommodations: (What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be as specific as possible.)

13. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson? Also, how will you use technology in this lesson?)

14. Introduction to the lesson: (How will you introduce the lesson? Identify time allotted for this part of the lesson.)

15. Anticipatory Set: (Set the stage for your students by tapping into their prior knowledge. Identify time allotted for this part of the lesson.)

16. Essential Question for the lesson:

17. Direct Instruction: (Explain how the lesson concepts will be presented to your students. List the activities that you have planned and identify time allotted for each activity.)

18. Vocabulary: (List the key terms and phrases used during the lesson.)

19. Closure: (Outline how you will wrap up the lesson. Identify time allotted for this part of the lesson.)

20. New York State Teaching Standards: (What New York State Teaching Standards did you focus on during this lesson? Choose one element of focus from Standard 3, one element of focus from Standard 4, and one element of focus from Standard 5.)

n

Differentiated PD Survey: Please complete and submit this form by Tech Tuesday, September 29th

By completing this Google Form you are helping Carly to design Professional Development that will best meet your individual needs. Differentiated professional development is a goal and this survey is an essential component to designing trainings and workshops that are meaningful and productive.

Please remember this is not being used for evaluative purposes. The data gleaned from this survey is only being used in the development of high-quality professional development.

Simply click to respond to individual questions and submit by selecting the blue SEND FORM button at the bottom of the screen.

* Required

1. First Name *

2. Last Name *

ISTE Teacher Standard 1:

Facilitate and Inspire Student Learning and Creativity

3. I can show students how to use twitter as a resource for sharing ideas, collaborating with others, and gather useful resources. *

Mark only one oval.

Yes

No

4. Please check off which of the following instructional technologies you currently use in your classroom: **Check all that apply.*

- Tellagami
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel
- Twitter
- Google Docs
- Google Slides
- Google Sheets
- Google Classroom
- Edmodo
- Google Sites
- Blogging
- Educreations
- Skype
- QR Codes
- Pic Collage
- Shadow Puppets
- Geogebra
- School in sites webpage
- Video Recordings for Flipped Classroom
- Audio recording
- Thinglink
- Go Formative
- Powtoon
- Facetime
- Google Hangouts
- Google Earth
- Chrome Extensions
- Google Add-Ons
- Virtual Field Trips
- Skype
- Today's Meet
- Google Forms
- Google Draw

5. **I can smash (combine) digital resources to create engaging and robust content for my students. ***

Mark only one oval.

- Yes
 No

ISTE Teacher Standard 2:

Design and Develop Digital Age Learning Experiences and Assessments

6. **I can create multimedia presentations for lessons that are visually appealing and interactive for students.**

Mark only one oval.

- Yes
 No

7. **I can create digital assessments using more than one platform.**

Mark only one oval.

- Yes
 No

8. **Students submit their work to me electronically.**

Mark only one oval.

- Yes
 No

9. **I can use technology to conduct formative assessments. ***

Mark only one oval.

- Yes
 No

10. **Students maintain an electronic portfolio of their work in my class. ***

Mark only one oval.

- Yes
 No

11. **I can share at 3 least resources that can be used to create simple digital assessments.**

Mark only one oval.

- Yes
 No

ISTE Teacher Standard 3:

Model Digital Age Work and Learning

12. Please select which of the following devices (HARDWARE) that you are familiar with using **Check all that apply.*

- Teacher computer station
- Student computer station
- Chromebook
- iPad
- Apple tv
- Projector
- Scanner

13. I can scan a QR Code **Mark only one oval.*

- Yes
- No

14. I can download an app. **Mark only one oval.*

- Yes
- No

15. I can create a QR code that links to image/audio/video/text/url. **Check all that apply.*

- Yes
- No

16. I can use advanced formatting features of google docs, slides, sheets, and forms. **Mark only one oval.*

- Yes
- No

17. I can bookmark webpages. **Mark only one oval.*

- Yes
- No

18. I can create a screencast, upload to youtube, and share with students/families on my classroom webpage. **Mark only one oval.*

- Yes
- No

19. I can create, select an appropriate template, and add content to a Google Site independently. *

Mark only one oval.

- Yes
 No

20. I can drag and drop items and objects when needed. *

Mark only one oval.

- Yes
 No

21. I can create a Google Doc, Sheet, Slide, Drawing, and Form. *

Mark only one oval.

- Yes
 No

22. I can locate files that I have saved to my computer, Google Drive, or other cloud-based platform. *

Mark only one oval.

- Yes
 No

23. I can rename, delete, and move files and folders that are saved on my computer, Google Drive, or other platform. *

Mark only one oval.

- Yes
 No

24. I can create a folder in Google Drive/Computer and add files as needed. *

Mark only one oval.

- Yes
 No

25. I can login into my email and delete messages that I no longer need. *

Mark only one oval.

- Yes
 No

26. I can copy, cut, and paste using keyboard shortcuts. *

Mark only one oval.

- Yes
 No

27. **I can share a google doc, form, site, or sheet with another person. ***

Mark only one oval.

- Yes
 No

28. **I can find a file that someone has shared with me on Google Drive. ***

Mark only one oval.

- Yes
 No

29. **I can attach a file to an email. ***

Mark only one oval.

- Yes
 No

30. **I can change the page orientation of a document. ***

Mark only one oval.

- Yes
 No

31. **I know how to shorten url's before sharing them. ***

Mark only one oval.

- Yes
 No

32. **I can bold, underline, italicize, change font style and size in Google (Docs, Slides, Sheets, Forms) and Microsoft products (Word, PowerPoint, Excel). ***

Mark only one oval.

- Yes
 No

33. **I can connect an iPad to an apple tv. ***

Mark only one oval.

- Yes
 No

34. **I can add images and video to my Google Site. ***

Mark only one oval.

- Yes
 No

35. I can adjust the volume and turn an iPad/Chromebook/Computer on and off. *

Mark only one oval.

- Yes
 No

36. I can use the camera app to take a photo. *

Mark only one oval.

- Yes
 No

37. I can share a video or picture via email. *

Mark only one oval.

- Yes
 No

38. I can use the embed gadget in Google Sites to add digital content and animations to my site. *

Mark only one oval.

- Yes
 No

39. I know how to schedule a virtual field trip. *

Mark only one oval.

- Yes
 No

40. I can share a Google Doc, Sheet, Slide, Drawing, and Form with others. *

Mark only one oval.

- Yes
 No

41. I can adjust the sharing setting when sharing in Google. *

Mark only one oval.

- Yes
 No

42. I can upload something to the "cloud" *

Mark only one oval.

- Yes
 No

43. I can create a shortcut to a website on my desktop. *

Mark only one oval.

- Yes
 No

44. I can use advanced word processing functions (add a table, columns, insert image) *

Mark only one oval.

- Yes
 No

45. I can CC others on an email. *

Mark only one oval.

- Yes
 No

46. I can create distribution lists in my email and use this method to communicate with specific groups of people. *

Mark only one oval.

- Yes
 No

47. I can create a hyperlink. *

Mark only one oval.

- Yes
 No

48. I can identify and use a link within an email. *

Mark only one oval.

- Yes
 No

49. I can add pages to my Google Site. *

Mark only one oval.

- Yes
 No

50. I can add an event to my Google Calendar. *

Mark only one oval.

- Yes
 No

ISTE Teacher Standard 4:

Promote and Model Digital Citizenship and Responsibility

51. I know how to facilitate a videoconference in my classroom. *

Mark only one oval.

- Yes
 No

52. I know how to facilitate tweeting with an author or expert in my classroom. *

Mark only one oval.

- Yes
 No

53. I can interact with students via gmail to model appropriate use of email. *

Mark only one oval.

- Yes
 No

54. Students are provided with a variety of choices with regard to the tech tools that they use to communicate information in projects and assignments. *

Mark only one oval.

- Yes
 No

ISTE Teacher Standard 5:

Engage in Professional Growth and Leadership

55. I am familiar with the teacher ISTE standards and am comfortable incorporating them into my curriculum. *

Mark only one oval.

- Yes
 No

56. I am comfortable using Skype to connect with another class, an author, or an expert in a field of study. *

Mark only one oval.

- Yes
 No

57. I can use twitter to connect with other educational professionals and find resources for my curriculum. *

Mark only one oval.

- Yes
 No

58. Please rate how often you incorporate digital tools and resources in your classroom *

Mark only one oval.

1 2 3 4 5
 Never Daily

59. Please rate how well your curriculum incorporates digital citizenship. *

Mark only one oval.

1 2 3 4
 It's never addressed It's embedded in my curriculum.

60. Please rate how well your curriculum encourages students to connect with experts outside of the school community. *

Mark only one oval.

1 2 3 4
 Never Several times a year.

61. My students use technology during lessons: *

Mark only one oval.

Daily
 Weekly
 Monthly
 Rarely

62. I currently use educational technology in my classroom: *

Check all that apply.

Daily
 Weekly
 Monthly
 Rarely

63. We are looking for international partners to do mystery facetime sessions with! Do you have a friend or family member who would be willing to connect with WAJ students and provide clues on their secret international location? *

Mark only one oval.

Yes
 No

64. What specific technology skills do you feel your students need to work on this year? *

Examples: Their presentations are not engaging. I would like to see them explore innovative presentation tools rather than always relying on a traditional PowerPoint.

65. What specific technology skills/tools would you like to explore using in your classroom this year?

66. Additional comments? Questions? Concerns?



O

ISTE in the Classroom

Your responses to this form provide Carly and AJ with very valuable feedback that allow us to track our technology integration progress at WAJ!

Your email address (cmead@wajcs.org) will be recorded when you submit this form. Not **cmead**? [Sign out](#)

* Required

1. How do you use technology in your classroom to facilitate digital assessments?

Examples: Plickers, Google Forms, Socrative, Kahoot

2. In what context did you use the apps listed above? EXAMPLE: Plickers to conduct a formative assessment of students ability to tell time accurately. *

3. What are some applications that you use to create digital learning experiences for your students? *

Examples: QR Codes, Pic Collage, Educreations, Chalk Draw, Scoot Pad

4. How do your students use the applications that you listed above? *

5. What are some applications that you are using with your students to encourage collaboration? (Virtual Field Trips, Google Docs) *

6. What are some applications that you are using with your students to promote digital communication? (Gmail, Google Docs, Microsoft Word, PowerPoint, Slides, iMovie, Chatter Pix, Kid Pix) *

7. Please provide examples of how your students are using the applications to communicate digitally. *

Send me a copy of my responses.

Powered by
 **Google Forms**

P

From: **Carly Mead** cmead@wajcs.org
 Subject: Checklist
 Date: November 30, 2016 at 2:41 PM
 To: Tammy Hebert thebert@wajcs.org

Kindergarten Tech Checklist

Student Name:

Skill	Date:	Date:	Comments:
Turn on the computer.			
Successfully logon to the computer using school issued login.			
Press CTRL+ALT+DEL during login process to prompt the login credential boxes to appear.			
Login to school issued google account.			
Create an email			
Type an upper and lowercase "A"			
Type your first name in the subject line.			
Send your email to Mrs. Valerio.			
Identify and use the space bar.			
Identify and use the enter key.			
Student can use the backspace key "eraser" to correct an error.			
Identify keyboard			
Point to the monitor			
Student can navigate to <i>keyboarding without tears</i> icon on WAJCS website.			
Student can login to their Keyboarding Without Tears account.			
Student can identify the keys that their left and right pinkies should go on.			
Keyboarding Without Tears Spot Check #1			
Keyboarding with tears Spot Check #2			

Successfully logs off of or shuts down computer.			
Scan a QR code.			
Identify and open the Chalk Draw app.			
Student can plug the iPad into the cart.			

Carly Mead
Director of Instructional Technology
Windham-Ashland-Jewett Central School
cmead@wajcs.org
@carlymead
518-734-3400 x1172

Q

WAJ Tech Bit

NOVEMBER 2016: THANKFUL FOR OUR WAJ FAMILY!

MS. LI'S STEM 3 STUDENTS USE PIC COLLAGE AS AN EXPERIMENT TOOL!

ISTE Student Standards 2016:

- Empowered Learner
- Creative Communicator
- Computational Thinker

ISTE Teacher Standards 2008:

- Design and Develop Digital Age Learning Experiences
- Facilitate and Inspire Student Learning and Creativity

Just like students may use a microscope, scale, or ruler during a science experiment they can also use the foundational applications that are available at WAJ! Students in STEM 3 tested the effects of different variables on the melting rate of ice cubes. These variables included shining a flashlight on the ice cubes, sprinkling salt on the ice cubes, or blowing on their ice cubes. Students compared the melting rates of the ice cubes to their control tray and were able to capture their data by taking pictures of their results at 2 minute intervals. Students then created a compilation of their data using PicCollage. Students reflected on their results in the "Results" section of their Experimental Sheet through the creation of a second PicCollage.



carly mead
carly is using Smore flyers to spread the word online.

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for Adults
by Heather Meindl



Roaring 20's Party
by Shemeka Frazier-Sorrells

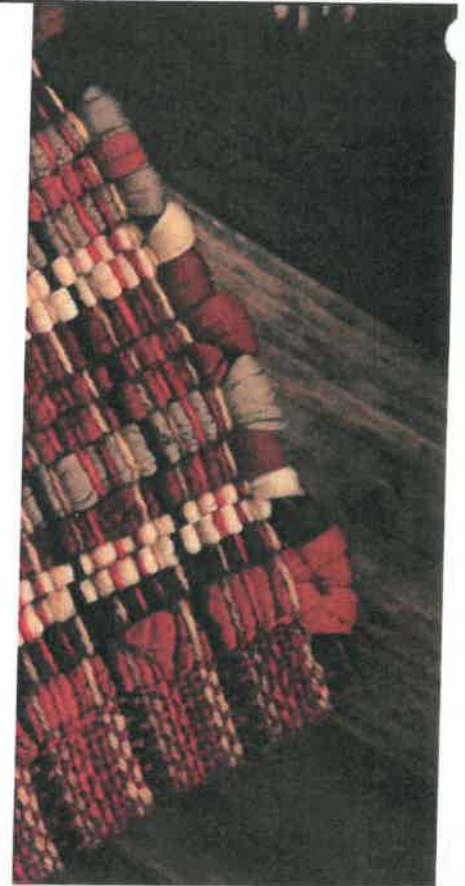
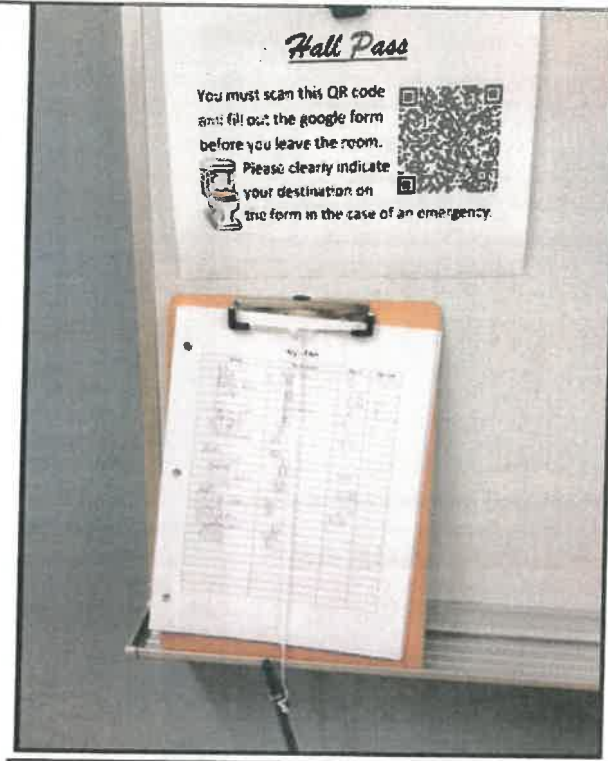


NUTRITION
COACHING &
WORKSHOPS
by Suzanne Cork



iConnect Weekly
by Cascadia
International
Programs

More Featured Flyers



FOURTH GRADERS GO DIGITAL FOR ANNUAL NATIVE AMERICAN MUSEUM!

This year WAJ 4th graders have incorporated digital surprises into their annual Native American Museum. Students have used Google Docs to prepare their reports, Pic Collage to create display materials, and even produced a commercial to invite the community to visit the museum! Nice work 4th grade!

ISTE Student Standards:

- Creative Communicator
- Empowered Learner
- Digital Citizenship



4TH GRADE STUDENTS SHOW OFF THE PIC COLLAGES



THIS WAJ STUDENT IS TRYING TO DECIDE THE BEST



FINISHED PRODUCT!



MRS. COUGHLIN DRESSES UP LIKE AN EMOTICON!

This month Mrs. Coughlin also used the voice recorder app with her students! Students were able to record themselves reading a story and Mrs. Coughlin emailed the recording to their parents for a modern day digital update on their child's progress! Awesome job Mrs. Coughlin!

Hear one of her students reading in the recording below! It will definitely make you smile!

ISTE Student Standards 2016:

Empowered Learner
Creative Communicator
Digital Citizen

ISTE Teacher Standards:

Model Digital Age Work and Learning
Facilitate and Inspire Student Learning and Creativity

Valerie.m4a

drive.google.com

DIGITAL STORYTELLING: MS. KOBYLAR'S 6TH GRADE CLASS

ISTE Student Standards 2016:

- Empowered Learner
- Creative Communicator



ISTE STUDENT STANDARDS 2016

Below you will find a printable ISTE Student Standards Poster. This is a great visual that allows students to easily identify the standards they are fulfilling when working on a project, assignment, or classroom activity. Challenge your students to identify the standard they are meeting and explain why. You will be amazed at the feedback you get from these digital natives!



iste-standards_students-201...

drive.google.com

NOVEMBER TECH BITE

WHEN
THURSDAY, NOV. 17TH, 2:45PM

WHERE
MRS. VALERIO'S ROOM

[Get Directions](#)

EXAMPLES OF AWESOME EDMODO SAMR POSTS!

ISTE Teacher Standard 5: Engage in Professional Growth and Leadership

Posting to Edmodo is quick and easy! If you would like me to show you how to login and post please feel free to email Carly.


p.s. Please do not feel overwhelmed by Edmodo. The goal is to post once a month to a challenge and mostly just have fun sharing and getting some tech inspiration from our



Olweus Bullying Questionnaire

What grade are you in?

- 3
- 4
- 5

 Connect with carly mead

carly is using Smore flyers to spread the word online.

connect with carly mead

contact carly mead

PREVIEW SITE HERE

R



STUDENT BEHAVIOR REFERRAL FORM

Windham-Ashland-Jewett Central School
PO Box 429, 5411 Main Street
Windham, NY 12496
PHONE 518-734-3400
FAX 518-734-4627
www.wajcs.org

Student's Name: _____ Person Making Referral: _____

Staff Student via Staff Other Non-Student

Date of Offense: _____ Time of Offense: _____ AM / PM Grade Level: _____

PROBLEM BEHAVIOR	LOCATION OF OFFENSE					
<input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Insubordination <input type="checkbox"/> Verbal Threat <input type="checkbox"/> Disruption <input type="checkbox"/> Late to School <div style="text-align: center;">4 8 12 16</div> <input type="checkbox"/> Skipping Class	<input type="checkbox"/> On school property: specific location _____ <input type="checkbox"/> At school-sponsored function off school grounds _____ <input type="checkbox"/> On school transportation _____ <input type="checkbox"/> Other _____					
<input type="checkbox"/> Skipped an Assigned Detention <input type="checkbox"/> Forgery <input type="checkbox"/> Theft <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Plagiarism <input type="checkbox"/> Cheating <input type="checkbox"/> Tobacco / Alcohol / Drugs <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Property Damage <input type="checkbox"/> Parking Violation <input type="checkbox"/> Leaving School Without Permission <input type="checkbox"/> Inappropriate Use of Electronic Device <input type="checkbox"/> Other	<h3 style="text-align: center;">ADMINISTRATIVE DECISION (Office Use Only)</h3> <table border="1" style="width: 100%;"> <tr> <td data-bbox="467 1136 803 1556"> <input type="checkbox"/> Notified Parent(s) by Letter or by email <input type="checkbox"/> Notified Parent(s) by Phone <input type="checkbox"/> Conference with Student <input type="checkbox"/> Request Team Conference <input type="checkbox"/> Counselor Referral <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Warning </td> <td data-bbox="803 1136 1537 1745"> <input type="checkbox"/> Time Out In Office: Duration _____ <input type="checkbox"/> Loss Of Privilege (specify): Duration _____ <input type="checkbox"/> Lunch / Recess Detention: Duration _____ <input type="checkbox"/> After-School Detention: (circle one) : 3:00 PM ~or~ 4:00 PM Specific Dates: _____ <input type="checkbox"/> In-School Suspension: Specific Dates: _____ <input type="checkbox"/> Suspension from School: Specific Dates: _____ <input type="checkbox"/> Other: Specify: _____ </td> </tr> <tr> <td colspan="2" data-bbox="467 1745 1537 1934"> Administrative Comments: _____ _____ _____ </td> </tr> </table>		<input type="checkbox"/> Notified Parent(s) by Letter or by email <input type="checkbox"/> Notified Parent(s) by Phone <input type="checkbox"/> Conference with Student <input type="checkbox"/> Request Team Conference <input type="checkbox"/> Counselor Referral <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Warning	<input type="checkbox"/> Time Out In Office: Duration _____ <input type="checkbox"/> Loss Of Privilege (specify): Duration _____ <input type="checkbox"/> Lunch / Recess Detention: Duration _____ <input type="checkbox"/> After-School Detention: (circle one) : 3:00 PM ~or~ 4:00 PM Specific Dates: _____ <input type="checkbox"/> In-School Suspension: Specific Dates: _____ <input type="checkbox"/> Suspension from School: Specific Dates: _____ <input type="checkbox"/> Other: Specify: _____	Administrative Comments: _____ _____ _____	
<input type="checkbox"/> Notified Parent(s) by Letter or by email <input type="checkbox"/> Notified Parent(s) by Phone <input type="checkbox"/> Conference with Student <input type="checkbox"/> Request Team Conference <input type="checkbox"/> Counselor Referral <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Warning	<input type="checkbox"/> Time Out In Office: Duration _____ <input type="checkbox"/> Loss Of Privilege (specify): Duration _____ <input type="checkbox"/> Lunch / Recess Detention: Duration _____ <input type="checkbox"/> After-School Detention: (circle one) : 3:00 PM ~or~ 4:00 PM Specific Dates: _____ <input type="checkbox"/> In-School Suspension: Specific Dates: _____ <input type="checkbox"/> Suspension from School: Specific Dates: _____ <input type="checkbox"/> Other: Specify: _____					
Administrative Comments: _____ _____ _____						

**Note: Please avoid including the names of victims or witnesses here.
Use direct quotes and describe specific actions or behaviors if possible.**

Description of Offense:

Staff Signature

Date

FOR OFFICE USE ONLY:

Administrative Action: _____

FOR OFFICE USE ONLY

Data Entered By

Date

Administrator

Date

Copies: Office - Parent - Personnel

S

**WINDHAM-ASHLAND-JEWETT CENTRAL SCHOOL DISTRICT
INCIDENT REPORTING FORM
DIGNITY FOR ALL STUDENTS ACT**

It is the Policy of the Windham-Ashland-Jewett Central School District to provide a school environment that is free from harassment, bullying and discrimination for all students. Harassment or discrimination of a student by another student or by a school employee on school property or at a school function on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex is expressly prohibited.

Contact Information

Person Completing this Form: _____ Date: _____

Name: _____ Address: _____

Telephone number(s): _____

E-mail Address: _____

Relationship to the Student on whose behalf you are reporting: (*Select one*)

Self Friend/Classmate Teacher/Administrator Parent Relative

Other (please explain) _____

Incident(s) - Description and Location (*attach additional pages, as necessary*)

Name of Targeted Student: _____

School Attending: _____ Age/Grade: _____

Name of Alleged Aggressor(s) (if known): _____

School Attending: _____ Age/Grade/Position: _____

Relationship between the Target and Aggressor (if known) _____

Date(s) of Alleged Incident(s): _____

Location of Incident Within Building: (*circle all that apply*)

Classroom Hallway/Stairs (where) _____ Restroom (where) _____

Playground Locker Room (where) _____ Lunchroom Athletic Field

Parking Lot Field Trip (on school property/off school property)

School Sponsored Event (list) _____ Other: _____

School Bus (on the way to school/on the way home from school)

Please describe the incident:

Please identify the behavior(s) or actions observed or witnessed from the aggressor(s):
(check all that apply)

- | | | | |
|---|---|----------------|------------------|
| Teasing | Name-Calling | Rude Gestures | Hitting/Punching |
| Threatening Gestures | Intimidation | Threat of Harm | Pushing/Shoving |
| Kicking/Tripping | Excluding /Rejecting the Student | Graffiti | |
| Mimicking/Imitating or Mocking | Spreading Rumors or Gossip | | |
| Stealing | Putting the Student Down/Making the Target of Jokes | | |
| Getting someone else to threaten/hit/harm another student | Demanding Money/Items | | |
| Other: | _____ | | |

Please Identify any Potential Witnesses: _____

Frequency of Incident(s):(time and places):

Please identify what characteristics [actual or perceived] of the targeted student which were the subject of the discriminatory or harassing behavior: (check all that apply):

- | | | | | |
|----------------------------|----------|--------------------|----------------------|--------|
| Race | Color | National Origin | Ethnic Group | Weight |
| Gender Identity/Expression | Gender | Sex | Sexual Orientation | |
| Disability | Religion | Religious Practice | Other (please list): | _____ |
-
-

Was there any Physical Injury as a result of the incident? Y N

If you answered yes above, please describe: _____

Did you report this information to the school? Y N

To whom? _____ When? _____

The statements in this document are true and accurate.

Signature _____

Date: _____

Retaliation or threats of retaliation against any person involved in an investigation of harassment or discrimination (including those who initiate the complaint, participate or conduct the investigation or are involved or testify related to the complaint) is a violation of the law. If you believe that you have been subjected to retaliation on the basis of your cooperation with the investigation, please notify the Dignity Act Coordinator at the Windham-Ashland-Jewett Central School.

T

Olweus Bullying Questionnaire



Date: _____

Name of School: _____

Grade: 3 4 5 6 7 8 9 10 11 12


Classroom: A B C D E F G H I J K

You will find questions in this booklet about your life in school. There are several answers below each question. Answer each question by filling in the circle next to the answer that best describes how you think or feel. In question 1 below, if you really dislike school, fill in the circle next to "I dislike school very much." If you really like school, fill in the circle next to "I like school very much," and so on. **Fill in only one of the circles for each question.** Try to keep your marks inside the circle.

Now, fill in the circle next to the answer that best describes how you feel about school.

1. How do you like school?

- I dislike school very much
- I dislike school
- I neither like nor dislike school
- I like school
- I like school very much

If you **fill in the wrong circle**, you can change your answer like this: Put an "X" through the wrong circle  and then fill in the circle where you want your answer to be.

Do not put your name on this booklet. No one will know how you have answered these questions. But it is important that you answer carefully and tell how you really feel. Sometimes it is hard to decide what to answer, but just try to give your best answer. If you have questions, raise your hand.

Most of the questions are about **your life in school in the past couple of months, that is, the period from the start of school after summer (winter) holiday vacation until now.** So when you answer, you should think of how it has been during the past 2 or 3 months and **not only how it is just now.**

2. Are you a boy or a girl?

- Girl
 Boy

3. How many good friends do you have in your class(es)?

- None
 I have 1 good friend in my class(es)
 I have 2 or 3 good friends in my class(es)
 I have 4 or 5 good friends in my class(es)
 I have 6 or more good friends in my class(es)

About being bullied by other students

Here are some questions about being bullied by other students. First we explain what bullying is. We say **a student is being bullied when another student, or several other students**

- say mean and hurtful things, or make fun of him or her, or call him or her mean and hurtful names
- completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose
- hit, kick, push, shove around, or lock him or her inside a room
- tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her
- and do other hurtful things like that

When we talk about bullying, these things happen **more than just once**, and **it is difficult for the student being bullied to defend himself or herself**. We also call it bullying when a student is teased more than just once in a mean and hurtful way.

But we **do not call it bullying** when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about equal strength or power argue or fight.

4. How often have you **been bullied at school in the past couple of months**?

- I have not been bullied at school in the past couple of months
 It has only happened once or twice
 2 or 3 times a month
 About once a week
 Several times a week

Have you been bullied at school in the past couple of months in one or more of the following ways (questions 5–13)?

5. I was called mean names, was made fun of, or teased in a hurtful way.

- It has not happened to me in the past couple of months
 Only once or twice
 2 or 3 times a month
 About once a week
 Several times a week

6. Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me.
- It has not happened to me in the past couple of months
 - Only once or twice
 - 2 or 3 times a month
 - About once a week
 - Several times a week
7. I was hit, kicked, pushed, shoved around, or locked indoors.
- It has not happened to me in the past couple of months
 - Only once or twice
 - 2 or 3 times a month
 - About once a week
 - Several times a week
8. Other students told lies or spread false rumors about me and tried to make others dislike me.
- It has not happened to me in the past couple of months
 - Only once or twice
 - 2 or 3 times a month
 - About once a week
 - Several times a week
9. I had money or other things taken away from me or damaged.
- It has not happened to me in the past couple of months
 - Only once or twice
 - 2 or 3 times a month
 - About once a week
 - Several times a week
10. I was threatened or forced to do things I did not want to do.
- It has not happened to me in the past couple of months
 - Only once or twice
 - 2 or 3 times a month
 - About once a week
 - Several times a week
11. I was bullied with mean names or comments about my race or color.
- It has not happened to me in the past couple of months
 - Only once or twice
 - 2 or 3 times a month
 - About once a week
 - Several times a week
12. I was bullied with mean names, comments, or gestures with a sexual meaning.
- It has not happened to me in the past couple of months
 - Only once or twice
 - 2 or 3 times a month
 - About once a week
 - Several times a week

12a. I was bullied with mean or hurtful messages, calls or pictures, or in other ways on my cell phone or over the Internet (computer). (Please remember that it is not bullying when it is done in a friendly and playful way.)

- It has not happened to me in the past couple of months
- Only once or twice
- 2 or 3 times a month
- About once a week
- Several times a week

12b. If you were bullied on your cell phone or over the Internet, how was it done?

- Only on the cell phone
- Only over the Internet
- In both ways

13. I was bullied in another way.

- It has not happened to me in the past couple of months
- Only once or twice
- 2 or 3 times a month
- About once a week
- Several times a week

14. In which class(es) is the student or students who bully you?

- I have not been bullied at school in the past couple of months
- In my class
- In a different class but the same grade (year)
- In a higher grade(s)
- In a lower grade(s)
- In both higher and lower grades

15. Have you been bullied by **boys or girls**?

- I have not been bullied at school in the past couple of months
- Mainly by 1 girl
- By several girls
- Mainly by 1 boy
- By several boys
- By both boys and girls

16. **By how many students** have you usually been bullied?

- I have not been bullied at school in the past couple of months
- Mainly by 1 student
- By a group of 2–3 students
- By a group of 4–9 students
- By a group of 10 or more students
- By several different students or groups of students

17. **How long** has the bullying lasted?

- I have not been bullied at school in the past couple of months
- It lasted 1 or 2 weeks
- It lasted about a month
- It lasted about 6 months
- It lasted about a year
- It lasted for several years

18. **Where** have you been bullied?

- I have not been bullied at school in the past couple of months
- I have been **bullied in one or more of the following places** in the past couple of months

Please fill in the circles for all the places where you have been bullied:

- 18a. On the playground/athletic field (during recess or break times)
- 18b. In the hallways/stairwells
- 18c. In class (when the teacher was in the room)
- 18d. In class (when the teacher was **not** in the room)
- 18e. In the bathroom
- 18f. In gym class or the gym locker room/shower
- 18g. In the lunchroom
- 18h. On the way to and from school
- 18i. At the school bus stop
- 18j. On the school bus
- 18k. Somewhere else at school

19. Have you **told anyone** that you have been bullied in the past couple of months?

- I have not been bullied at school in the past couple of months
- I have been bullied, **but I have not told anyone**
- I have been bullied, and **I have told somebody about it**

Please fill in the circles for all the people you have told:

- 19a. Your class or homeroom teacher
- 19b. Another adult at school
- 19c. Your parent(s)/guardian(s)
- 19d. Your brother(s) or sister(s)
- 19e. Your friend(s)
- 19f. Somebody else

20. How often do **the teachers or other adults at school** try to put a stop to it when a student is being bullied at school?

- Almost never
- Once in a while
- Sometimes
- Often
- Almost always

21. How often do **other students** try to put a stop to it when a student is being bullied at school?

- Almost never
- Once in a while
- Sometimes
- Often
- Almost always

22. Has **any adult at home** contacted the school to try to stop your being bullied at school in the past couple of months?

- I have not been bullied at school in the past couple of months
- No, they have not contacted the school
- Yes, they have contacted the school once
- Yes, they have contacted the school several times

23. When you see a student your age being bullied at school, what do you feel or think?

- That is probably what he or she deserves
- I do not feel much
- I feel a bit sorry for him or her
- I feel sorry for him or her and want to help him or her

About bullying other students

24. How often have you taken part in bullying another student(s) at school in the past couple of months?

- I have not bullied another student(s) at school in the past couple of months
- It has only happened once or twice
- 2 or 3 times a month
- About once a week
- Several times a week

Have you bullied another student(s) at school in the past couple of months in one or more of the following ways (questions 25–33)?

25. I called another student(s) mean names and made fun of or teased him or her in a hurtful way.

- It has not happened in the past couple of months
- Only once or twice
- 2 or 3 times a month
- About once a week
- Several times a week

26. I kept him or her out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her.

- It has not happened in the past couple of months
- Only once or twice
- 2 or 3 times a month
- About once a week
- Several times a week

27. I hit, kicked, pushed, and shoved him or her around, or locked him or her indoors.

- It has not happened in the past couple of months
- Only once or twice
- 2 or 3 times a month
- About once a week
- Several times a week

28. I spread false rumors about him or her and tried to make others dislike him or her.

- It has not happened in the past couple of months
- Only once or twice
- 2 or 3 times a month
- About once a week
- Several times a week

29. I took money or other things from him or her or damaged his or her belongings.

- It has not happened in the past couple of months
- Only once or twice
- 2 or 3 times a month
- About once a week
- Several times a week

30. I threatened or forced him or her to do things he or she did not want to do.
- It has not happened in the past couple of months
 - Only once or twice
 - 2 or 3 times a month
 - About once a week
 - Several times a week
31. I bullied him or her with mean names or comments about his or her race or color.
- It has not happened in the past couple of months
 - Only once or twice
 - 2 or 3 times a month
 - About once a week
 - Several times a week
32. I bullied him or her with mean names, comments, or gestures with a sexual meaning.
- It has not happened in the past couple of months
 - Only once or twice
 - 2 or 3 times a month
 - About once a week
 - Several times a week
- 32a. I bullied him or her with mean or hurtful messages, calls or pictures, or in other ways on my cell phone or over the Internet (computer).
- It has not happened in the past couple of months
 - Only once or twice
 - 2 or 3 times a month
 - About once a week
 - Several times a week
- 32b. If you bullied another student(s) on your cell phone or over the Internet (computer), how was it done?
- Only on the cell phone
 - Only over the Internet
 - In both ways
33. I bullied him or her in another way.
- It has not happened in the past couple of months
 - Only once or twice
 - 2 or 3 times a month
 - About once a week
 - Several times a week
34. Has your **class or homeroom teacher or any other teacher** talked with you about your bullying another student(s) at school in the past couple of months?
- I have not bullied another student(s) at school in the past couple of months
 - No, they have not talked with me about it
 - Yes, they have talked with me about it once
 - Yes, they have talked with me about it several times
35. Has **any adult at home** talked with you about your bullying another student(s) at school in the past couple of months?
- I have not bullied another student(s) at school in the past couple of months
 - No, they have not talked with me about it
 - Yes, they have talked with me about it once
 - Yes, they have talked with me about it several times

36. Do you think you could join in bullying a student whom you do not like?

- Yes
- Yes, maybe
- I do not know
- No, I do not think so
- No
- Definitely no

37. How do you **usually react** if you see or learn that a student your age is being bullied by another student(s)?

- I have never noticed that students my age have been bullied
- I take part in the bullying
- I do not do anything, but I think the bullying is okay
- I just watch what goes on
- I do not do anything, but I think I ought to help the bullied student
- I try to help the bullied student in one way or another

38. How often are you **afraid of being bullied** by other students in your school?

- Never
- Seldom
- Sometimes
- Fairly often
- Often
- Very often

39. Overall, how much do you think **your class or homeroom teacher** has done to cut down on bullying in your classroom in the past couple of months?

- Little or nothing
- Fairly little
- Somewhat
- A good deal
- Much

(The question below is optional. You do not have to answer this question if you do not want to.)

40. How do you describe yourself? **(Fill in all that apply.)**

- | | |
|---|--------------------------------------|
| <input type="radio"/> American Indian | <input type="radio"/> Asian American |
| <input type="radio"/> Black or African American | <input type="radio"/> White |
| <input type="radio"/> Arab or Arab American | <input type="radio"/> Other |
| <input type="radio"/> Hispanic or Latino | <input type="radio"/> I do not know |

School-Specific Questions

41.

- A.
- B.
- C.
- D.
- E.

42.

- A.
- B.
- C.
- D.
- E.



Thank you!

Hazelden

www.olweus.org

U

Olweus Bullying Questionnaire

QUESTIONS

RESPONSES 191

Olweus Bullying Questionnaire

Form description

What grade are you in?

- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Are you a boy or a girl?

- girl
- boy



Olweus Bullying Questionnaire

QUESTIONS

RESPONSES 191

 many

How often have you been bullied at school this school year?

- I have not been bullied
- I have been bullied once or twice
- I have been bullied many times

I was called mean names, was made fun of, or teased in a hurtful way.

- that has not happened this school year
- once or twice
- many times

Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me

- this has not happened this school year
- once or twice
- many times

I was hit, kicked, pushed or shoved

- this has not happened this school year



Olweus Bullying Questionnaire

QUESTIONS

RESPONSES (0)

 once or twice many times

Where have you been bullied?

 this has not happened this school year on the playground or athletic field in the halls or stairs in class in the bathroom in the gym or locker room in the lunchroom on the bus somewhere else in school

Have you told anyone that you have been bullied?

 I have not been bullied I told an adult at school I told an adult at home I told a friend

Olweus Bullying Questionnaire

QUESTIONS

RESPONSES 191

 almost always

How often do other students try to stop bullying?

 almost never sometimes almost always

How do you usually react if you see someone being bullied in school?

 I have never seen bullying in school I do not do anything, but I think I should help the bullied student I just watch what goes on I try to help the student being bullied

Overall, how much do you think your teacher has done to cut down on bullying in your classroom this year?

 nothing some a lot

Use the space below to tell us any concerns you have about bullying at WAJ that you



Olweus Bullying Questionnaire

QUESTIONS

RESPONSES (0)



V

Bullying Prevention Survey

- 1. How comfortable and confident do you feel in handling a bullying situation you either witness in school or have reported to you?**

Mark only one oval.

1 2 3 4 5
not at all very

- 2. How comfortable are you in running an Olweus class meeting?**

Mark only one oval.

1 2 3 4 5
not at all very

- 3. How often do you host or attend an Olweus class meeting?**

Mark only one oval.

1 2 3 4 5
Never once a week

- 4. Overall, how would you describe the climate in regards to bullying at WAJ?**

Mark only one oval.

1 2 3 4 5
unsafe and negative safe and positive

- 5. Overall, how would you rate the anti-bullying and character education programs and assemblies at WAJ?**

Mark only one oval.

1 2 3 4 5
not at all effective very effective

- 6. Are there any other bullying prevention lessons, programs or assemblies you would like to see at WAJ?**

.....

7. Are there any bullying prevention issues that you see that may need further attention?

8. What other suggestions do you have for the Olweus Committee?

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 Google Forms

Timestamp	How comfortable and confident do you feel in handling a bullying situation you either witness in school or have reported to you?	How comfortable are you in running an Olweus class meeting?	How often do you host or attend an Olweus class meeting?	Overall, how would you describe the climate in regards to bullying at WAJ?	Overall, how would you rate the anti-bullying and character education programs and assemblies at WAJ?	Are there any other bullying prevention lessons, programs or assemblies you would like to see at WAJ?	Are there any bullying prevention issues that you see that may need further attention?	What other suggestions do you have for the Olweus Committee?	What other suggestions do you have for the school counselors?
1/27/2016 9:16:08	3	1	1	5	5	No	Not at this time	None	
1/27/2016 9:16:17	4	3	2	4	4				
1/27/2016 9:16:20	4	2	1	4	5				
1/27/2016 9:20:38	3	3	2	4	4				
1/27/2016 9:22:28	4	5	1	4	4		mix it up lunch day- (kids sit with someone they usually don't), group run skills demonstrating how to handle a bullying situation, school wide pledge	students sign to end bullying	cyber bullying.
1/27/2016 9:33:16	5	3	1	4	4				
1/27/2016 9:45:17	3	1	1	3	3				
1/27/2016 9:48:05	4	3	1	3	4				
1/27/2016 9:58:53	5	5	4	5	5				
1/27/2016 10:14:22	4	2	1	5	5				
1/27/2016 10:14:39	4	2	1	5	5				
1/27/2016 10:37:42	3	1	1	3	3				

mix it up lunch day- (kids sit with someone they usually don't), group run skills demonstrating how to handle a bullying situation, school wide pledge

students sign to end bullying

cyber bullying.

I think that parents need to be educated about online bullying prevention.

no

Parents really need to understand what bullying really is

A clear definition for parents and kids

A clear definition for parents and kids

Catskill Mountain Foundation has a dance group that works with young girls on body image issues and finding beauty in yourself and others. I think this may be beneficial for upper elementary aged students

I think consistent consequences for bullying would be helpful.

keep up the good work!

Timestamp	How comfortable and confident do you feel in handling a bullying situation you either witness in school or have reported to you?	How comfortable are you in running an Olweus class meeting?	How often do you host or attend an Olweus class meeting?	Overall, how would you describe the climate in regards to bullying at WAJ?	Overall, how would you rate the anti-bullying and character education programs and assemblies at WAJ?	Are there any other bullying prevention lessons, programs or assemblies you would like to see at WAJ?	Are there any bullying prevention issues that you see that may need further attention?	What other suggestions do you have for the Olweus Committee?	What other suggestions do you have for the school counselors?
1/27/2016 10:48:59	4	4	4	4	4		Yes, exclusion.	I would like to suggest that excluding others be carefully looked at. More time should be given to this problem as I believe it is an issue taken too lightly. Thank you.	
1/27/2016 11:10:57	4	5	1	4	4			I know it takes away from class time but holding the class meeting during a regularly scheduled academic period (vs. after school) seems like a better way to reach all students and ensure that the meetings happen with regularity.	
1/27/2016 11:24:29	3	1	2	4	4				
1/27/2016 11:25:04	5	5	2	4	4			We need more of a distinction between bullying and just mean behavior	
1/27/2016 11:57:20	4	5	5	4	5			Keep up the good work and thank you	
1/27/2016 12:02:54	3	3	1	2	3			Thank you for all your hard work!	
1/27/2016 12:43:34	4	1	1	4	3				
1/27/2016 15:21:15	4	4	4	4	4		Constant reminders that they can stand together against bullying	I recently showed my kids two videos about bullying: a young rap artist who wrote a song about his Down syndrome sister and a news item about some 5th grade boys that stood up against bullying and took an autistic classmate under their protection and became his friends.	

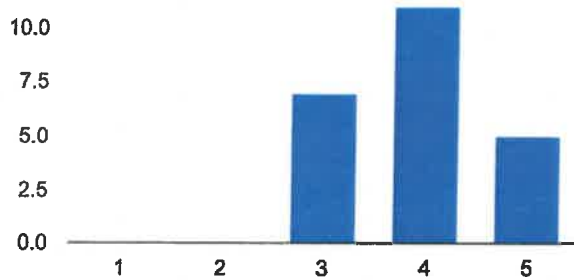
Timestamp	How comfortable and confident do you feel in handling a bullying situation you either witness in school or have reported to you?	How comfortable are you in running an Olweus class meeting?	How often do you host or attend an Olweus class meeting?	Overall, how would you describe the climate in regards to bullying at WAJ?	Overall, how would you rate the anti-bullying and character education programs and assemblies at WAJ?	Are there any other bullying prevention lessons, programs or assemblies you would like to see at WAJ?	Are there any bullying prevention issues that you see that may need further attention?	What other suggestions do you have for the Olweus Committee?	What other suggestions do you have for the school counselors?
1/27/2016 17:17:20	5	2	1	4	4	No	No	None	
1/27/2016 19:35:47	5	3	1	5	4				
1/27/2016 21:21:17	3	2	2	3	4				

23 responses

[View all responses](#) [Publish analytics](#)

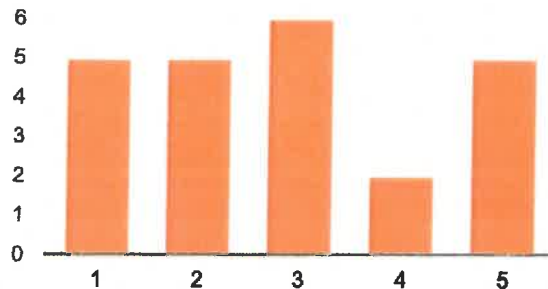
Summary

How comfortable and confident do you feel in handling a bullying situation you either witness in school or have reported to you?



not at all: 1	0	0%
2	0	0%
3	7	30.4%
4	11	47.8%
very: 5	5	21.7%

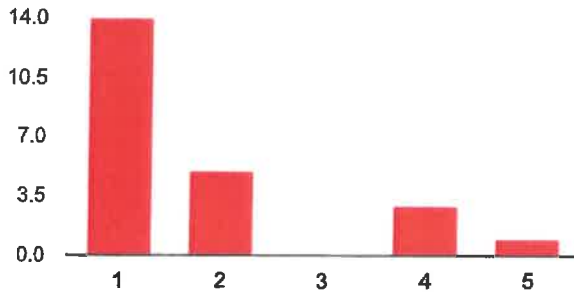
How comfortable are you in running an Olweus class meeting?



not at all: 1	5	21.7%
2	5	21.7%
3	6	26.1%
4	2	8.7%

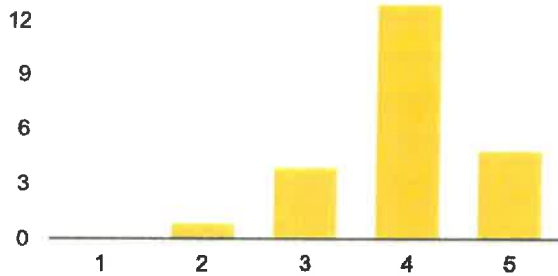
very: 5 5 21.7%

How often do you host or attend an Olweus class meeting?



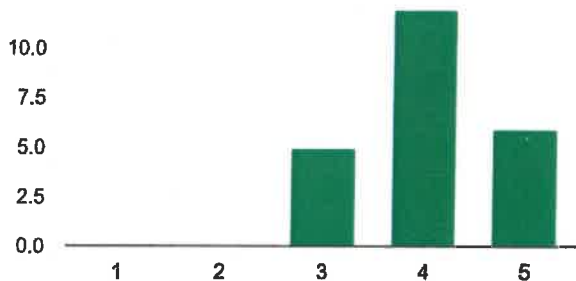
Never: 1	14	60.9%
2	5	21.7%
3	0	0%
4	3	13%
once a week: 5	1	4.3%

Overall, how would you describe the climate in regards to bullying at WAJ?



unsafe and negative: 1	0	0%
2	1	4.3%
3	4	17.4%
4	13	56.5%
safe and positive: 5	5	21.7%

Overall, how would you rate the anti-bullying and character education programs and assemblies at WAJ?



not at all effective: 1	0	0%
2	0	0%
3	5	21.7%
4	12	52.2%
very effective: 5	6	26.1%

Are there any other bullying prevention lessons, programs or assemblies you would like to see at WAJ?

No

Parents really need to understand what bullying really is

mix it up lunch day- (kids sit with someone they usually don't), group run skits demonstrating how to handle a bullying situation, school wide pledge students sign to end bullying

Parent programs for online bullying prevention.

Catskill Mountain Foundation has a dance group that works with young girls on body image issues and finding beauty in yourself and others. I think this may be beneficial for upper elementary aged students

We need more of a distinction between bullying and just mean behavior

Constant reminders that they can stand together against bullying

Are there any bullying prevention issues that you see that may need further attention?

A clear definition for parents and kids

Not at this time

cyber bullying

I think that parents need to be educated about online bullying prevention.

no

I think consistent consequences for bullying would be helpful.

Yes, exclusion.

No

What other suggestions do you have for the Olweus Committee?

None

keep up the good work!

I would like to suggest that excluding others be carefully looked at. More time should be given to this problem as I believe it is an issue taken too lightly. Thank you.

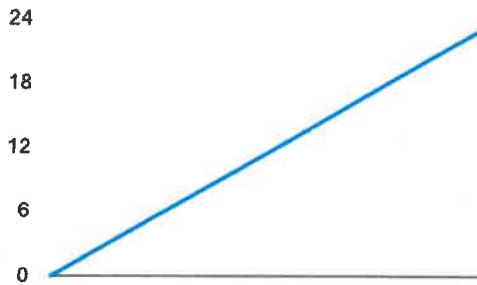
I know it takes away from class time but holding the class meeting during a regularly scheduled academic period (vs. after school) seems like a better way to reach all students and ensure that the meetings happen with regularity.

Keep up the good work and thank you

Thank you for all your hard work!

I recently showed my kids two videos about bullying: a young rap artist who wrote a song about his Down syndrome sister and a news item about some 5th grade boys that stood up against bullying and took an autistic classmate under their protection and became his friends.

Number of daily responses



W

Olweus Bullying Questionnaire

QUESTIONS

RESPONSES 191

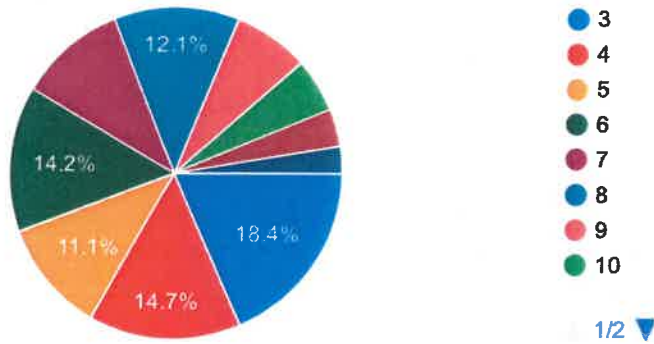
191 responses



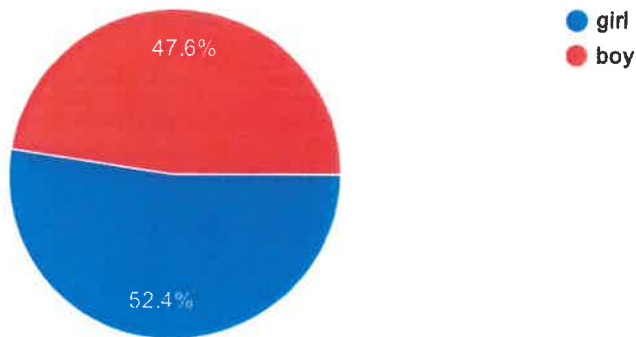
SUMMARY INDIVIDUAL

Accepting responses

What grade are you in? (190 responses)



Are you a boy or a girl? (187 responses)



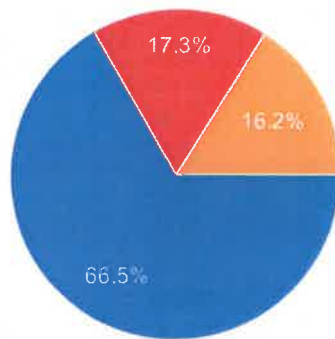
Olweus Bullying Questionnaire

QUESTIONS

RESPONSES 191

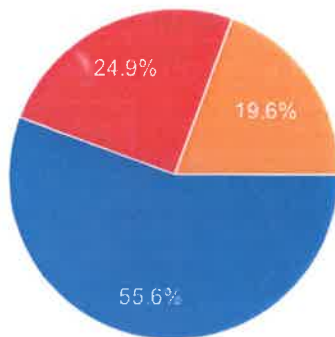


How often have you been bullied at school this school year? (191 responses)



- I have not been bullied
- I have been bullied once or twice
- I have been bullied many times

I was called mean names, was made fun of, or teased in a hurtful way.
(189 responses)

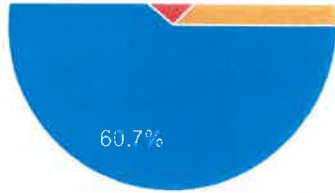


- that has not happened this school year
- once or twice
- many times

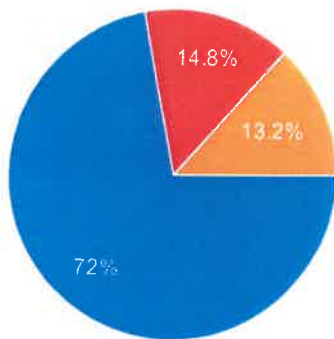
Olweus Bullying Questionnaire

QUESTIONS

RESPONSES 191

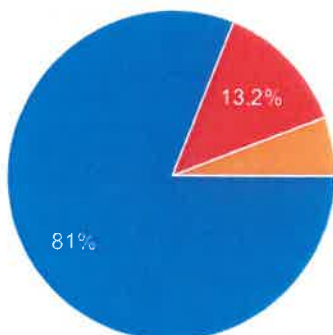


I was hit, kicked, pushed or shoved (189 responses)



- this has not happened this school year
- once or twice
- many times

I was bullied in another way. (189 responses)



- this has not happened this school year
- once or twice
- many times

Olweus Bullying Questionnaire

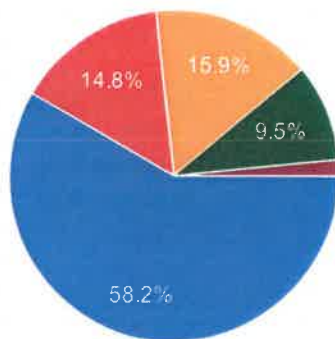
QUESTIONS



RESPONSES 191

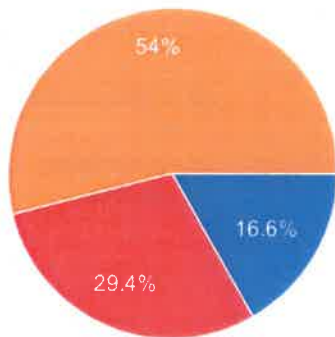
- in the gym or locker room
- in the lunchroom
- on the bus
- somewhere else in school

Have you told anyone that you have been bullied? (189 responses)



- I have not been bullied
- I told an adult at school
- I told an adult at home
- I told a friend
- I told my brother or sister

How often do teachers at school try to stop bullying? (187 responses)



- almost never
- sometimes
- almost always

Olweus Bullying Questionnaire

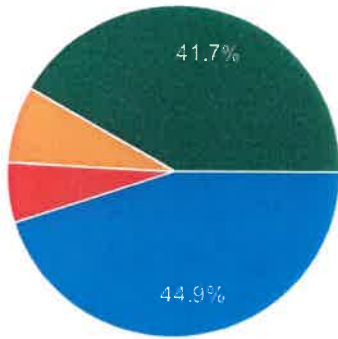
QUESTIONS

RESPONSES 191



How do you usually react if you see someone being bullied in school?

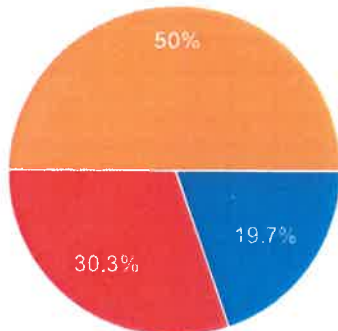
(187 responses)



- I have never seen bullying in school
- I do not do anything, but I think I should help the bullied student
- I just watch what goes on
- I try to help the student being bullied

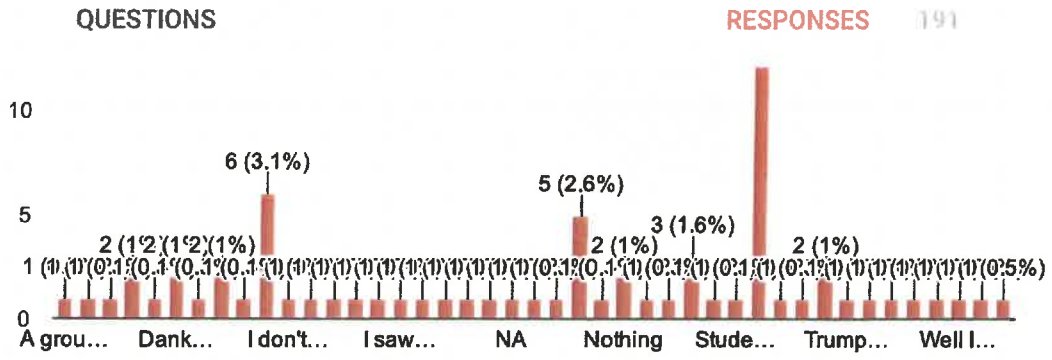
Overall, how much do you think your teacher has done to cut down on bullying in your classroom this year?

(188 responses)



- nothing
- some
- a lot

Olweus Bullying Questionnaire



X

Monitoring Curriculum Progress

To what extent does the curriculum . . .	Validated	Complete	Partially	Not yet
1. Incorporate established content standards, benchmarks, performance indicators?				
2. Frame the "big ideas" of content in terms of understandings and essential questions?				
3. Include program- and course-level maps to show conceptual throughlines?				
4. Include cornerstone performance assessments (i.e., authentic transfer tasks)?				
5. Include common rubrics for cornerstone assessment tasks?				
6. Include "anchors" (examples of work) for the cornerstone assessment tasks?				
7. Include diagnostic and formative assessments specific to the targeted content?				
8. Provide suggested teaching protocols (e.g., concept attainment), learner resources (e.g., theory-embedded tools), and recommended support materials (e.g., Web sites)?				
9. Provide specific ideas for differentiation to address special populations (SPED, ELL, gifted) and learner variables (readiness, interests, learning profile)?				
10. Include course-specific (or unit-specific) troubleshooting guides?				

Key: Validated = completed and validated by internal and external reviews; Complete = finished but not yet validated by internal and external reviews; Partially = incomplete, not reviewed; Not yet = not completed

Y

UbD Design Standards

Stage 1—To what extent does the design focus on the big ideas of targeted content?

Consider: Are . . .

- The targeted understandings enduring, based on transferable, big ideas at the heart of the discipline and in need of uncoverage?
- The targeted understandings framed by questions that spark meaningful connections, provoke genuine inquiry and deep thought, and encourage transfer?
- The essential questions provocative, arguable, and likely to generate inquiry around the central ideas (rather than a "pat" answer)?
- Appropriate goals (e.g., content standards, benchmarks, curriculum objectives) identified?
- Valid and unit-relevant knowledge and skills identified?

Stage 2—To what extent do the assessments provide fair, valid, reliable, and sufficient measures of the desired results?

Consider: Are . . .

- Students asked to exhibit their understanding through authentic performance tasks?
- Appropriate criterion-based scoring tools used to evaluate student products and performances?
- Various appropriate assessment formats used to provide additional evidence of learning?
- The assessments used as feedback for students and teachers, as well as for evaluation?
- Students encouraged to self-assess?

Stage 3—To what extent is the learning plan effective and engaging?

Consider: Will the students . . .

- Know where they're going (the learning goals), why the material is important (reason for learning the content), and what is required of them (unit goal, performance requirements, and evaluative criteria)?
- Be hooked—engaged in digging into the big ideas (e.g., through inquiry, research, problem solving, and experimentation)?
- Have adequate opportunities to explore and experience big ideas and receive instruction to equip them for the required performances?
- Have sufficient opportunities to rethink, rehearse, revise, and refine their work based upon timely feedback?
- Have an opportunity to evaluate their work, reflect on their learning, and set goals?

Consider: Is the learning plan . . .

- Tailored and flexible to address the interests and learning styles of all students?
- Organized and sequenced to maximize engagement and effectiveness?

Overall Design—To what extent is the entire unit coherent, with the elements of all three stages aligned?

Z



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Redesigning Professional Development Pages 45-51

Does It Make a Difference? Evaluating Professional Development

Thomas R. Guskey

Using five critical levels of evaluation, you can improve your school's professional development program. But be sure to start with the desired result—improved student outcomes.

Educators have long considered professional development to be their right—something they deserve as dedicated and hardworking individuals. But legislators and policymakers have recently begun to question that right. As education budgets grow tight, they look at what schools spend on professional development and want to know, Does the investment yield tangible payoffs or could that money be spent in better ways? Such questions make effective evaluation of professional development programs more important than ever.

Traditionally, educators haven't paid much attention to evaluating their professional development efforts. Many consider evaluation a costly, time-consuming process that diverts attention from more important activities such as planning, implementation, and follow-up. Others feel they lack the skill and expertise to become involved in rigorous evaluations; as a result, they either neglect evaluation issues completely or leave them to "evaluation experts."

Good evaluations don't have to be complicated. They simply require thoughtful planning, the ability to ask good questions, and a basic understanding of how to find valid answers. What's more, they can provide meaningful information that you can use to make thoughtful, responsible decisions about professional development processes and effects.

What Is Evaluation?

In simplest terms, evaluation is "the systematic investigation of merit or worth"(Joint Committee on



BUY THIS ISSUE

Standards for Educational Evaluation, 1994, p. 3). *Systematic* implies a focused, thoughtful, and intentional process. We conduct evaluations for clear reasons and with explicit intent. *Investigation* refers to the collection and analysis of pertinent information through appropriate methods and techniques. *Merit or worth* denotes appraisal and judgment. We use evaluations to determine the value of something—to help answer such questions as, Is this program or activity achieving its intended results? Is it better than what was done in the past? Is it better than another, competing activity? Is it worth the costs?

Some educators understand the importance of evaluation for event-driven professional development activities, such as workshops and seminars, but forget the wide range of less formal, ongoing, job-embedded professional development activities—study groups, action research, collaborative planning, curriculum development, structured observations, peer coaching, mentoring, and so on. But regardless of its form, professional development should be a purposeful endeavor. Through evaluation, you can determine whether these activities are achieving their purposes.

Critical Levels of Professional Development Evaluation

Effective professional development evaluations require the collection and analysis of the five critical levels of information shown in Figure 1 (Guskey, 2000a). With each succeeding level, the process of gathering evaluation information gets a bit more complex. And because each level builds on those that come before, success at one level is usually necessary for success at higher levels.

Figure 1. Five Levels of Professional Development Evaluation

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	<ul style="list-style-type: none"> Did they like it? Was their time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable 	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery

and helpful?

Were the refreshments fresh and tasty?

Was the room the right temperature?

Were the chairs comfortable?

2. Participants' Learning

Did participants acquire the intended knowledge and skills?

Paper-and-pencil instruments

Simulations

Demonstrations

Participant reflections (oral and/or written)

Participant portfolios

New knowledge and skills of participants

To improve program content, format, and organization

3. Organization Support & Change

Was implementation advocated, facilitated, and supported?

Was the support public and overt?

Were problems addressed quickly and efficiently?

District and school records

Minutes from follow-up meetings

Questionnaires

Structured interviews with participants and district or school administrators

The organization's advocacy, support, accommodation, facilitation, and recognition

To document and improve organization support

To inform future change efforts

	<p>Were sufficient resources made available?</p> <p>Were successes recognized and shared?</p> <p>What was the impact on the organization?</p> <p>Did it affect the organization's climate and procedures?</p>	Participant portfolios		
4. Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	<p>Questionnaires</p> <p>Structured interviews with participants and their supervisors</p> <p>Participant reflections (oral and/or written)</p> <p>Participant portfolios</p> <p>Direct observations</p> <p>Video or audio tapes</p>	Degree and quality of implementation	To document and improve the implementation of program content
5. Student Learning Outcomes	What was the impact on students?	<p>Student records</p> <p>School records</p> <p>Questionnaires</p>	<p>Student learning outcomes:</p> <p>Cognitive (Performance</p>	To focus and improve all aspects of program design,

Did it affect student performance or achievement?	Structured interviews with students, parents, teachers, and/or administrators	& Achievement) Affective (Attitudes & Dispositions) Psychomotor (Skills & Behaviors)	implementation, and follow-up To demonstrate the overall impact of professional development
Did it influence students' physical or emotional well-being?	Participant portfolios		
Are students more confident as learners?			
Is student attendance improving?			
Are dropouts decreasing?			

Level 1: Participants' Reactions

The first level of evaluation looks at participants' reactions to the professional development experience. This is the most common form of professional development evaluations, and the easiest type of information to gather and analyze.

At Level 1, you address questions focusing on whether or not participants liked the experience. Did they feel their time was well spent? Did the material make sense to them? Were the activities well planned and meaningful? Was the leader knowledgeable and helpful? Did the participants find the information useful?

Important questions for professional development workshops and seminars also include, Was the coffee hot and ready on time? Was the room at the right temperature? Were the chairs comfortable? To some, questions such as these may seem silly and inconsequential. But experienced professional developers know the importance of attending to these basic human needs.

Information on participants' reactions is generally gathered through questionnaires handed out at the end of a session or activity. These questionnaires typically include a combination of rating-scale items and open-ended response questions that allow participants to make personal comments. Because of the general nature of this information, many organizations use the same questionnaire for all their professional development activities.

Some educators refer to these measures of participants' reactions as "happiness quotients," insisting that they reveal only the entertainment value of an activity, not its quality or worth. But measuring participants' initial satisfaction with the experience can help you improve the design and delivery of programs or activities in valid ways.

Level 2: Participants' Learning

In addition to liking their professional development experience, we also hope that participants learn something from it. Level 2 focuses on measuring the knowledge and skills that participants gained. Depending on the goals of the program or activity, this can involve anything from a pencil-and-paper assessment (Can participants describe the crucial attributes of mastery learning and give examples of how these might be applied in typical classroom situations?) to a simulation or full-scale skill demonstration (Presented with a variety of classroom conflicts, can participants diagnose each situation and then prescribe and carry out a fair and workable solution?). You can also use oral personal reflections or portfolios that participants assemble to document their learning.

Although you can usually gather Level 2 evaluation information at the completion of a professional development activity, it requires more than a standardized form. Measures must show attainment of specific learning goals. This means that indicators of successful learning need to be outlined before activities begin. You can use this information as a basis for improving the content, format, and organization of the program or activities.

Level 3: Organization Support and Change

At Level 3, the focus shifts to the organization. Lack of organization support and change can sabotage any professional development effort, even when all the individual aspects of professional development are done right.

Suppose, for example, that several secondary school educators participate in a professional development program on cooperative learning. They gain a thorough understanding of the theory and develop a variety of classroom activities based on cooperative learning principles. Following their training, they try to implement these activities in schools where students are graded "on the curve"—according to their relative standing among classmates—and great importance is attached to selecting the class valedictorian. Organization policies and practices such as these make learning highly competitive and will thwart the most valiant efforts to have students cooperate and help one another learn (Guskey, 2000b).

The lack of positive results in this case doesn't reflect poor training or inadequate learning, but rather organization policies that undermine implementation efforts. Problems at Level 3 have essentially canceled the gains made at Levels 1 and 2 (Sparks & Hirsh, 1997). That's why professional development evaluations must include information on organization support and change.

At Level 3, you need to focus on questions about the organization characteristics and attributes necessary for success. Did the professional development activities promote changes that were aligned with the mission of the school and district? Were changes at the individual level encouraged and supported at all levels? Were sufficient resources made available, including time for sharing and reflection? Were successes recognized and shared? Issues such as these can play a large part in determining the success of

any professional development effort.

Gathering information at Level 3 is generally more complicated than at previous levels. Procedures differ depending on the goals of the program or activity. They may involve analyzing district or school records, examining the minutes from follow-up meetings, administering questionnaires, and interviewing participants and school administrators. You can use this information not only to document and improve organization support but also to inform future change initiatives.

Level 4: Participants' Use of New Knowledge and Skills

At Level 4 we ask, Did the new knowledge and skills that participants learned make a difference in their professional practice? The key to gathering relevant information at this level rests in specifying clear indicators of both the degree and the quality of implementation. Unlike Levels 1 and 2, this information cannot be gathered at the end of a professional development session. Enough time must pass to allow participants to adapt the new ideas and practices to their settings. Because implementation is often a gradual and uneven process, you may also need to measure progress at several time intervals.

You may gather this information through questionnaires or structured interviews with participants and their supervisors, oral or written personal reflections, or examination of participants' journals or portfolios. The most accurate information typically comes from direct observations, either with trained observers or by reviewing video- or audiotapes. These observations, however, should be kept as unobtrusive as possible (for examples, see Hall & Hord, 1987).

You can analyze this information to help restructure future programs and activities to facilitate better and more consistent implementation.

Level 5: Student Learning Outcomes

Level 5 addresses "the bottom line": How did the professional development activity affect students? Did it benefit them in any way? The particular student learning outcomes of interest depend, of course, on the goals of that specific professional development effort.

In addition to the stated goals, the activity may result in important unintended outcomes. For this reason, evaluations should always include multiple measures of student learning (Joyce, 1993). Consider, for example, elementary school educators who participate in study groups dedicated to finding ways to improve the quality of students' writing and devise a series of strategies that they believe will work for their students. In gathering Level 5 information, they find that their students' scores on measures of writing ability over the school year increased significantly compared with those of comparable students whose teachers did not use these strategies.

On further analysis, however, they discover that their students' scores on mathematics achievement declined compared with those of the other students. This unintended outcome apparently occurred because the teachers inadvertently sacrificed instructional time in mathematics to provide more time for writing. Had information at Level 5 been restricted to the single measure of students' writing, this important unintended result might have gone unnoticed.

Measures of student learning typically include cognitive indicators of student performance and

achievement, such as portfolio evaluations, grades, and scores from standardized tests. In addition, you may want to measure affective out-comes (attitudes and dispositions) and psychomotor outcomes (skills and behaviors). Examples include students' self-concepts, study habits, school attendance, homework completion rates, and classroom behaviors. You can also consider such schoolwide indicators as enrollment in advanced classes, member-ships in honor societies, participation in school-related activities, disciplinary actions, and retention or drop-out rates. Student and school records provide the majority of such information. You can also include results from questionnaires and structured interviews with students, parents, teachers, and administrators.

Level 5 information about a program's overall impact can guide improvements in all aspects of professional development, including program design, implementation, and follow-up. In some cases, information on student learning outcomes is used to estimate the cost effectiveness of professional development, sometimes referred to as "return on investment" or "ROI evaluation" (Parry, 1996; Todnem & Warner, 1993).

Look for Evidence, Not Proof

Using these five levels of information in professional development evaluations, are you ready to "prove" that professional development programs make a difference? Can you now demonstrate that a particular professional development program, and nothing else, is solely responsible for the school's 10 percent increase in student achievement scores or its 50 percent reduction in discipline referrals?

Of course not. Nearly all professional development takes place in real-world settings. The relationship between professional development and improvements in student learning in these real-world settings is far too complex and includes too many intervening variables to permit simple causal inferences (Guskey, 1997; Guskey & Sparks, 1996). What's more, most schools are engaged in systemic reform initiatives that involve the simultaneous implementation of multiple innovations (Fullan, 1992). Isolating the effects of a single program or activity under such conditions is usually impossible.

But in the absence of proof, you *can* collect good evidence about whether a professional development program has contributed to specific gains in student learning. Superintendents, board members, and parents rarely ask, "Can you prove it?" Instead, they ask for evidence. Above all, be sure to gather evidence on measures that are meaningful to stakeholders in the evaluation process.

Consider, for example, the use of anecdotes and testimonials. From a methodological perspective, they are a poor source of data. They are typically highly subjective, and they may be inconsistent and unreliable. Nevertheless, as any trial attorney will tell you, they offer the kind of personalized evidence that most people believe, and they should not be ignored as a source of information. Of course, anecdotes and testimonials should never form the basis of an entire evaluation. Setting up meaningful comparison groups and using appropriate pre- and post-measures provide valuable information. Time-series designs that include multiple measures collected before and after implementation are another useful alternative.

Keep in mind, too, that good evidence isn't hard to come by if you know what you're looking for before you begin. Many educators find evaluation at Levels 4 and 5 difficult, expensive, and time-consuming because they are coming in after the fact to search for results (Gordon, 1991). If you don't know where

you are going, it's very difficult to tell whether you've arrived. But if you clarify your goals up front, most evaluation issues fall into place.

Working Backward Through the Five Levels

Three important implications stem from this model for evaluating professional development. First, each of these five levels is important. The information gathered at each level provides vital data for improving the quality of professional development programs.

Second, tracking effectiveness at one level tells you nothing about the impact at the next. Although success at an early level may be necessary for positive results at the next higher one, it's clearly not sufficient. Breakdowns can occur at any point along the way. It's important to be aware of the difficulties involved in moving from professional development experiences (Level 1) to improvements in student learning (Level 5) and to plan for the time and effort required to build this connection.

The third implication, and perhaps the most important, is this: In planning professional development to improve student learning, *the order of these levels must be reversed*. You must plan "backward" (Guskey, 2001), starting where you want to end and then working back.

In backward planning, you first consider the student learning outcomes that you want to achieve (Level 5). For example, do you want to improve students' reading comprehension, enhance their skills in problem solving, develop their sense of confidence in learning situations, or improve their collaboration with classmates? Critical analyses of relevant data from assessments of student learning, examples of student work, and school records are especially useful in identifying these student learning goals.

Then you determine, on the basis of pertinent research evidence, what instructional practices and policies will most effectively and efficiently produce those outcomes (Level 4). You need to ask, What evidence verifies that these particular practices and policies will lead to the desired results? How good or reliable is that evidence? Was it gathered in a context similar to ours? Watch out for popular innovations that are more opinion-based than research-based, promoted by people more concerned with "what sells" than with "what works." You need to be cautious before jumping on any education bandwagon, always making sure that trustworthy evidence validates whatever approach you choose.

Next, consider what aspects of organization support need to be in place for those practices and policies to be implemented (Level 3). Sometimes, as I mentioned earlier, aspects of the organization actually pose barriers to implementation. "No tolerance" policies regarding student discipline and grading, for example, may limit teachers' options in dealing with students' behavioral or learning problems. A big part of planning involves ensuring that organization elements are in place to support the desired practices and policies.

Then, decide what knowledge and skills the participating professionals must have to implement the prescribed practices and policies (Level 2). What must they know and be able to do to successfully adapt the innovation to their specific situation and bring about the sought-after change?

Finally, consider what set of experiences will enable participants to acquire the needed knowledge and skills (Level 1). Workshops and seminars, especially when paired with collaborative planning and structured opportunities for practice with feedback, action research projects, organized study groups, and

a wide range of other activities can all be effective, depending on the specified purpose of the professional development.

This backward planning process is so important because the decisions made at each level profoundly affect those at the next. For example, the particular student learning outcomes you want to achieve influence the kinds of practices and policies you implement. Likewise, the practices and policies you want to implement influence the kinds of organization support or change required, and so on.

The context-specific nature of this work complicates matters further. Even if we agree on the student learning outcomes that we want to achieve, what works best in one context with a particular community of educators and a particular group of students might not work as well in another context with different educators and different students. This is what makes developing examples of truly universal “best practices” in professional development so difficult. What works always depends on where, when, and with whom.

Unfortunately, professional developers can fall into the same trap in planning that teachers sometimes do—making plans in terms of what they are going to do, instead of what they want their students to know and be able to do. Professional developers often plan in terms of what they will do (workshops, seminars, institutes) or how they will do it (study groups, action research, peer coaching). This diminishes the effectiveness of their efforts and makes evaluation much more difficult.

Instead, begin planning professional development with what you want to achieve in terms of learning and learners and then work backward from there. Planning will be much more efficient and the results will be much easier to evaluate.

Making Evaluation Central

A lot of good things are done in the name of professional development. But so are a lot of rotten things. What educators haven't done is provide evidence to document the difference between the two.

Evaluation provides the key to making that distinction. By including systematic information gathering and analysis as a central component of all professional development activities, we can enhance the success of professional development efforts everywhere.

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Professional Perspectives

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