

# The New York State United Teachers teacher evaluation and development process

For each phase, teachers and evaluators share responsibilities for preparation, discussing evidence, and assessing teacher effectiveness in light of the New York State Teaching Standards.

In the first phase, self-assessment and reflection, teachers use a series of questions to assess their readiness for the school year ahead, particularly in the context of changes that may have occurred in their professional lives, or in the school community since the previous academic year. Self-assessment and reflection bridges the goal setting from the previous year’s evaluation to a new school year context.

Using the New York State United Teachers teacher practice rubric as a unique window on “what teachers should know and be able to do,” the second phase of evaluation stretches from the analysis of teaching artifacts (which occurs in the

preconference), through observation & evidence collection, and concludes with a review of student work (post-conference). Across these three major activities, teacher and evaluator collect evidence of teacher effectiveness, exchange ideas, analyze artifacts, and reflect on student work.

The summative evaluation ties together evidence of teacher professional practice with evidence of student achievement in the composite score of teacher effectiveness. Recommendations for growth areas are identified.

Goal setting and a professional learning plan provide teachers and evaluators with the opportunity to address growth areas with creative interventions aligned with school and district goals, and establishes the groundwork for succeeding years’ teacher evaluation and development.

### Four-phase annual evaluation process

<b>1</b> <b>Self-assessment and reflection</b>	<b>2</b> <b>Multiple measures: Analysis of teaching, artifacts, observations, review of student work</b>	<b>3</b> <b>Summative evaluation</b>	<b>4</b> <b>Goal setting and professional learning plan</b>
<p><b>Self-assessment and reflection</b> allows teachers to share their perspectives on their professional and instructional practices.</p>	<p><b>2A: In the preconference,</b> the teacher and evaluator prepare for the evaluation measure(s). The conference includes identifying the measure, the expectations of both parties, and the provision of any relevant documentation.</p> <p><b>2B: Evidence is collected</b> during a scheduled classroom observation or other planned activity.</p> <p><b>2C: In the post-conference,</b> the teacher and evaluator assess student work; provide feedback; and discuss next steps for teacher’s professional growth.</p>	<p><b>The summative evaluation</b> contains a teacher’s rating of effectiveness, and the rationale supporting conclusion.</p> <p>The summative evaluation should note both strengths and areas in need of improvement, and make specific recommendations to improve a teacher’s effectiveness.</p>	<p><b>4A: In goal setting,</b> teachers have the opportunity to identify ways to enhance instructional practice and student achievement, and to tie their individual goals to the attainment of school and district goals.</p> <p><b>4B: Professional learning plans</b> are, in effect, customized, multiphase strategies to support individual teachers to improve effectiveness and student learning.</p> <p>Plans are informed by the summative evaluation and other inputs. Plans will vary widely in their approaches to teacher growth and development.</p>

Source: NYSUT. (2012). *Teacher evaluation and development evaluation process workbook*. Latham, NY: Author.