



Teacher Evaluation and Development Workbook

Page #	Purpose	Relevant Notes	Timeline
2	Sample Lesson Plan Template	Teacher must submit some type of lesson plan to evaluator	Prior to Pre-Conference
3-4	Pre-Conference/Analysis of Teaching Artifacts (Meeting Notes)	Evaluator uses this form to review lesson plan and collect basic evidence of teacher practice. (Teacher should complete and bring to Pre-Conference.)	Teacher – Prior to Pre-Conference Evaluator – During Pre-Conference
5-7	Observation (Evidence Collection)	Evaluator uses this form to collect detailed evidence of teacher practice	Observation
8	Lesson Reflection	Teacher will submit this to evaluator upon reflection of lesson	Prior to Post-Conference
9	Post-Conference/Review of Student Work (Evidence Collection)	This form is used to collect detailed evidence of teacher practice	Post-Conference
10-11	Professional Responsibilities and Collaboration/Professional Growth (Evidence Collection)	This form is used to collect detailed evidence of teacher practice	Between May 1 and End of School Year



THE PORT BYRON CENTRAL SCHOOL DISTRICT

Sample Lesson Plan Template
(Submitted by teacher prior to pre-conference)

Unit:

Lesson:

Date:

Curriculum Standard(s) Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline.	
Student/Class Profile Identify any accommodations in instruction to meet student learning needs.	
Learning Outcomes (Essential Questions) Identify the important concepts and skills that students will be expected to learn.	
Assessments Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.	
Cognitive Engagement (Activating Strategy, Teaching, Summarizing Strategy) Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.	
Adjustments/Modifications Identify ways in which you may adjust the lesson if formative assessments warrant modification.	
Groups How will students be grouped for each activity of the lesson?	
Resources Identify resources and materials needed for lesson.	



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Pre-Conference/Analysis of Teaching Artifacts

Meeting Notes

Teacher: _____ Date: _____ Observer: _____

Grade Level/Subject Area: _____ Lesson: _____

- Identify the curriculum standards to be taught and how they connect to other standards within or outside of the discipline. (2.4)
- How has student achievement data informed your instruction, and how does this lesson specifically address the needs identified from a review of the data? (1.3, 2.5, 5.2)
- What do you want students to learn as a result of this lesson? (2.1, 2.2, 2.3, 2.4, 2.5)
- How will you know if students are learning the expected outcomes? (5.1, 5.2)
- How do you plan to cognitively engage students in the content? What will you do? What will the students do? (2.2, 2.3, 2.5, 2.6)
- How will differentiation be used to meet student needs? (2.3, 2.4, 2.6, 5.1, 5.2)

- What assessments will be used? (5.1)

- How will you use the results of assessment to adjust instruction (5.2)

- On what areas would you like specific feedback?

Date and Time of Scheduled Observation

Observation Date: _____ Time: _____ Evaluator: _____

Reflection Due Date: _____ Post Conference Date: _____ Time: _____



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Observation

Evidence Collection – Completed by Evaluator

Teacher: _____ Date of Observation: _____ Time: _____

Observer: _____ Grade Level/Subject Area: _____

Lesson: _____ Group Size: _____ Scheduled Unscheduled

Elements	Performance Indicators	Evidence
1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	a. Describes and plans using knowledge of developmental characteristics of students	
3.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.	a. Aligns instruction to standards b. Uses research-based instruction c. Engages students	
3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.	a. Provides directions and procedures b. Uses questioning techniques c. Responds to students d. Communicates content	
3.3 Teachers set high expectations and create challenging learning experiences for students.	a. Articulates measures of success b. Implements challenging learning experiences	
3.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.	a. Differentiates instruction b. Implements strategies for mastery of learning outcomes	
3.5 Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and use of	a. Provides opportunities for collaboration b. Provides synthesis, critical thinking, and problem-solving	

technology.		
3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.	<ul style="list-style-type: none"> a. Uses formative assessment to monitor and adjust pacing b. Provides feedback during and after instruction 	
4.1 Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	<ul style="list-style-type: none"> a. Interactions with students b. Supports student diversity c. Reinforces positive interactions among students 	
4.2 Teachers create an intellectually challenging and stimulating learning environment.	<ul style="list-style-type: none"> a. Promotes student pride in work and accomplishments b. Promotes student curiosity and enthusiasm 	
4.3 Teachers manage the learning environment for the effective operation of the classroom.	<ul style="list-style-type: none"> a. Establishes routines/procedures/transitions and expectations for student behavior b. Establishes instructional groups 	
4.4 Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.	<ul style="list-style-type: none"> a. Organizes learning environment b. Manages volunteers and/or paraprofessionals c. Establishes classroom safety 	
5.1 Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.	<ul style="list-style-type: none"> a. Designs and/or selects assessments to establish learning goals and inform instruction b. Measures and records student achievement c. Aligns assessments to learning goals 	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	<ul style="list-style-type: none"> a. Uses assessment data as feedback to set goals with students b. Engages students in self-assessment 	
5.3 Teachers communicate information about various components of the assessment system.	<ul style="list-style-type: none"> a. Accesses, analyzes and interprets assessments 	
5.4 Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.	<ul style="list-style-type: none"> a. Understands assessment measures and grading procedures b. Establishes an assessment system 	

5.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.	<ul style="list-style-type: none"> a. Communicates purposes and criteria b. Provides preparation and practice 	
7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	<ul style="list-style-type: none"> a. Reflects on evidence of student learning b. Plans professional growth 	
Evidence for other standards/element.		

Questions for the Teacher:



Lesson Reflection

Teacher: _____

Date of Observation: _____

Observer: _____

Grade Level/Subject Area: _____

Lesson: _____

Please submit your reflection and any additional artifacts pertaining to your observation to the individual that observed your lesson within three working days of the observation.

- As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (such as 7.1)
- How did you ensure that all students, including students who are culturally and linguistically diverse, have special needs, have low SES, or are ELL, are identified in lower achievement groups, or are exceptional, were engaged in the lesson? (such as 7.1; 5.1)
- Did the students learn what you expected them to learn? How did you know? If you do not know at this point, when will you know, and what will be evidence of their learning? (such as 7.1; 5.1; 5.2)
- How did the instructional strategies you chose support student learning? How do you know? (such as 7.1; 5.1)
- What have you done to promote a culture for learning in your classroom? (such as 7.1)
- Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason? (such as 5.1; 5.2)
- If you taught this lesson again to the same group of students, would you do anything differently?
- Are there other thoughts or evidence related to the lesson that you would like to share?



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**Evidence Collection
Post-Conference Review Of Student Work**

Teacher: _____ Date of Observation: _____

Observer: _____ Grade Level/Subject Area: _____

Lesson: _____ Group Size: _____ Scheduled Unscheduled

Elements	Performance Indicators	Evidence
5.1 Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.	a. Designs and/or selects assessments to establish learning goals and inform instruction b. Measures and records student achievement c. Aligns assessments to learning goals	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	a. Uses assessment data as feedback to set goals with students b. Engages students in self-assessment	
5.3 Teachers communicate information about various components of the assessment system.	a. Accesses, analyzes and interprets assessments	
5.4 Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.	a. Understands assessment measures and grading procedures b. Establishes an assessment system	
5.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.	a. Communicates purposes and criteria b. Provides preparation and practice	
7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	a. Reflects on evidence of student learning b. Plans professional growth	
Evidence for other standards/element		

Questions for the Teacher:



THE PORT BYRON CENTRAL SCHOOL DISTRICT
Professional Responsibilities and Collaboration/Professional Growth

Evidence Collection

Teacher: _____ Date of Observation: _____

Observer: _____ Grade Level/Subject Area: _____

Lesson: _____ Group Size: _____ Scheduled Unscheduled

Elements	Performance Indicators	Evidence
<p>6.1 Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.</p>	<ul style="list-style-type: none"> a. Demonstrates ethical, professional behavior b. Advocates for students c. Demonstrates ethical use of information and information technology d. Completes training to comply with state and local requirements and jurisdictions 	
<p>6.2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.</p>	<ul style="list-style-type: none"> a. Supports the school as an organization with a vision and mission b. Participates on an instructional team c. Collaborates with the larger community 	
<p>6.3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success</p>	<ul style="list-style-type: none"> a. Communicates student performance to families 	
<p>6.4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations</p>	<ul style="list-style-type: none"> a. Maintains records b. Manages time and attendance c. Maintains classroom and school resources and materials d. Participates in school and district events 	

<p>6.5 Teachers understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities.</p>	<ul style="list-style-type: none"> a. Communicates policies b. Maintains confidentiality c. Reports concerns d. Adheres to policies and contractual obligations and accesses resources 	
<p>7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.</p>	<ul style="list-style-type: none"> a. Reflects on evidence of student learning b. Plans professional growth 	
<p>7.2 Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.</p>	<ul style="list-style-type: none"> a. Set goals b. Engages in professional growth to expand knowledge base 	
<p>7.3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.</p>	<ul style="list-style-type: none"> a. Gives and receives constructive feedback b. Collaborates 	
<p>7.4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.</p>	<ul style="list-style-type: none"> a. Accesses professional memberships and resources 	

Questions for the Teacher: