A comprehensive evaluation of teacher effectiveness includes looking beyond the classroom. Below are two sets of indicators to help guide your assessment of the teacher’s commitment to professional growth and the school community. The teachers will submit seven (7) artifacts from Dimension 10. The artifacts are worth four (4) points each.

|  |  |
| --- | --- |
| **Commitment to Professional Growth**  ***Signs of commitment include…***   * 1. Self-assessing and working to improve   his or her own classroom practice.   * 1. Developing and implementing a   professional growth plan.   * 1. Seeking out professional development   and continuous learning opportunities.   * 1. Working with colleagues to improve   practice throughout the building as part  of a professional learning community.  **NOTES** | Maintenance and submission of Professional Development Log.  Lesson plans aligned to Common Core/NY State Standards.  Lesson plans reflecting co-teaching/cross-curricular collaboration.  Completed collaboration forms (learning center, AIS, special education teachers, etc.)  Committee membership (e.g. PDP, Data Team, School teams, AFA teams, etc).  Mentoring log.  Materials used to provide professional development (as a presenter).  Summer curriculum work—pre-approval required and evidence of finished product must be submitted.  Transcripts from institutions of higher learning.  Videotape of lesson with self-analysis using The Thoughtful Classroom Teacher Effectiveness Framework Teacher Self-Assessment Guide.  Department/Team/Grade Level representatives.  Completion of training or courses related to teaching/coaching.  “Safe Schools” training.  NYSUT Effective Teaching Courses.  Attendance at conferences.  Scoring State Assessments.  Supervision of Student teachers/college observers.  Other evidence not listed |
| **Commitment to the School Community**  ***Signs of commitment include…***   * 1. Maintaining open communication with   the entire school community (e.g.,  administrators, teachers, parents, students).   * 1. Assuming appropriate leadership roles (e.g.,   mentor, instructional coach, teacher-leader).   * 1. Helping maintain and build a positive school culture (e.g., through athletic coaching, volunteerism, and other forms of non-required participation or contribution).   **NOTES** | Parent Portal usage/log—evidence that it was updated regularly.  Maintenance and submission of grade book.  Parent contact log containing date, time, student’s name and summary of conversation.  Artifacts from extracurricular advisory/coaching responsibilities (e.g. CPR/First Aid certification, etc.).  Department/team/grade level/faculty meeting minutes.  Chaperoning log.  Artifacts from community partnerships (e.g. internships, class/school presentations, field trips).  Portfolio of student work aligned to Common Core State Standards.  Website development/maintenance  Parent/Teacher conferences.  Newsletters.  Community Service projects.  Weekly progress/behavior reports.  Progress reports.  Organizing guest speakers.  Membership in professional organizations.  Participation in assemblies.  Supervision of parent volunteers.  Administration of Selective Classification Test (Physical Education Teachers only).  Other evidence not listed |