January

Resident should independently develop & implement lesson plans for 50% of the instructional day for any 10 (ideally consecutive) days in January. For ECCH teachers, consider teaching full mornings or afternoons. (This should be SOLO teaching, or solo teaching with support from ENL, Special Education, or other push-in teachers. If ENL, resident should plan to independently engage as their mentor ENL teacher would.) Resident must submit either UBTR short-form lesson plans OR an MT-approved lesson template at least 48 hours in advance of any solo lesson to receive MT feedback and approval. If a lesson plan is not submitted at least 48 hours in advance, SOLO teaching cannot be permitted by the MT. (Failure to complete required solo teaching may jeopardize on-time completion of Supervised Teaching I.) Residents are required to submit either UBTR short-form OR MT-approved lessons for all 10 solo taught lessons. These may be typed/submitted electronically to UBLearns OR submitted in hard copy for February submission.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
Please see sub policies for guidance on sub days.	Residents are not to exceed more than 8 absences throughout the school year.		No School - New Year's Day	[Solo teaching window begins]		
5	6	7	8	9	10	11
	Individual Resident iSEL Coaching/Goal-setting Sessions begin	December GOATbook Tools Submitted (folder pick-up)	REACH - Family Council Meeting			
12	13	14	15	16	17	18
	Upload Cycle 3 Video to edThena	ECCH Only - Leave placements at 2pm for NYSTCE math prep workshop.			End of UB Winter Session {Sub Eligible}	
19	20	21	22	23	24	25
	Dr. MLK, Jr. Day Upload Video Cycle 3 docs to UBLearns	NYS HS Regents Exams ECCH Only - Leave placements at 2pm for NYSTCE math prep workshop. Individual Resident iSEL Coaching/Goal-setting Sessions end.	UB Spring Session Starts NYS HS Regents Exams Noyce Scholars may not be in schools 1-2 days this week.	NYS HS Regents Exams - Noyce Scholars may not be in schools 1-2 days this week.	NYS HS Regents Exams - Noyce Scholars may not be in schools 1-2 days this week.	
26	27	28	29	30	31	
	ECCH Only - Non-classroom day. Please do not report to school. NYSTCE Math Prep Workshop 9:30am -3:30pm. [Solo teaching window ends.]	Non-Classroom Day - Rounds (Buff Sci, ECCH Rounds in AM, go back to Buff Sci by 12:30 for PTC, must attend evening classes at UB)	Non-Classroom Day - No School- Lunar New Year & Cheektowaga-Record Keeping/Staff Day Action Research Retreat - 10-3			

ATTENDANCE

 # Classroom-Based Instructional or PD Days: 20

 # Sub-eligible Days: 2 (for MT) + 1 (during sub-eligible window)

 # Absences: _____

 # Latenesses: _____

RESIDENT ACTIVITIES

General: Prepare to re-set expectations and routines following the holiday break. Implement a NEW strategy for creating a warm & affirming classroom environment & culture.

Planning- Submissions to Program & MT: Residents are required to submit either UBTR short-form OR MT-approved lessons for all 10 solo taught lessons. These may be typed/submitted electronically to UBLearns OR submitted in hard copy for February submission.

Video: Adult SEL Coaching and pre-work for peer coaching cycles

Program Requirements: CEC & Academic Advisor - Individualized Check-Ins

Certification Requirements: At least half of your required NYSTCEs (CST & EAS) should be completed (or you should be registered to take during Feb break)

Major Coursework Assignments/Other:

_____

_____

_____

GRADUAL RELEASE
TEACHING EXPECTATIONS

Resident participates in full school days–arrival to dismissal and post-dismissal time in the classroom. (The only exception to this is for residents in late schools who have class at 4:10.)

Lead Teaching: N/A

Solo Teaching: Resident should independently develop & implement lesson plans for 50% of the instructional day for any 10 (ideally consecutive) days in January. For ECCH teachers, consider teaching full mornings or afternoons. (This should be SOLO teaching, or solo teaching with support from ENL, Special Education, or other push-in teachers. If ENL, resident should plan to independently engage as their mentor ENL teacher would.) Resident must submit either UBTR short-form lesson plans OR an MT-approved lesson template at least 48 hours in advance of any solo lesson to receive MT feedback and approval. If a lesson plan is not submitted at least 48 hours in advance, SOLO teaching cannot be permitted by the MT. (Failure to complete required solo teaching may jeopardize on-time completion of Supervised Teaching II.)

Recommended Co-teaching Strategy: One (resident) Teach-one (MT) Observe

COLLABORATIVE ACTIVITIES

Co-planning: Enact weekly dedicated co-planning time; Review & discuss the lesson plans prepared by residents for solo teaching days

Co-reflection & feedback: Set two dates (with specific times) in January where you'll complete the CALs together; Engage in ongoing-daily (or at least weekly)- debriefs and feedback.

Choice (Select at least ONE):
-Ask for a brief meeting with school leaders to talk about the residency program, ask for an informal visit/observation in the spring, or get feedback/tips on the interview/hiring process
-Attend a Student Council, Inter-high Council, or School Board Meeting

Clinical Experience Coach (CEC) Activities: Informal visit with selective scripting of one 45-minute block of solo instruction

GOATbook Share Date: Tues., 2/4

MENTOR ONLY ACTIVITIES

General: Residents have the opportunity to engage in rounds; now it's your turn! During the resident's solo teaching window, ask permission and plan to observe two other teachers in your building (one in the same grade level/content area and one from another grade level/content area)

NTC Coaching Tools:
Complete **2 CALs** with resident
Complete **2 Selective Scriptings** (for 2 of the resident's solo lessons)
Please give these completed coaching tools to your resident, so that they can submit them in person on 2/4

Mentor Meet Up:
BPS Mentors Only, Thurs., 1/30, 8:30-10:30am

Question(s) to Ask the UBTR Program Team:

_____

_____

_____

_____

Something to Consider:

Phases of First-Year Teachers' Attitude Toward Teaching
by Ellen Moir, Founder and Chief Executive Officer, New Teacher Center

NEW TEACHER CENTER

FORMATIVE ASSESSMENT TOOL: INSTRUCTIONAL COACHING

COLLABORATIVE ASSESSMENT LOG

Name or Group: _____

Coach: _____

Grade Level/Subject Area: _____

Date: _____

Professional Goal(s): _____

Teaching Standard Focus: _____

✚ What's Working? *(How do you know? Cite evidence of instructional decisions and student learning when applicable.)*

▲ Current Focus—Challenges—Concerns:

Teacher/Group Next Steps:

Coach Next Steps:

What aspects of our work together provide the most support and impact on your practice? What would support you going forward?

Next meeting date: _____

Focus: _____

NEW TEACHER CENTER

FORMATIVE ASSESSMENT TOOL: INSTRUCTIONAL COACHING

COLLABORATIVE ASSESSMENT LOG

Name or Group: _____

Coach: _____

Grade Level/Subject Area: _____

Date: _____

Professional Goal(s): _____

Teaching Standard Focus: _____

+ What's Working? (How do you know? Cite evidence of instructional decisions and student learning when applicable.)

▲ Current Focus—Challenges—Concerns:

Teacher/Group Next Steps:

Coach Next Steps:

What aspects of our work together provide the most support and impact on your practice? What would support you going forward?

Next meeting date: _____

Focus: _____

FORMATIVE ASSESSMENT TOOL

SELECTIVE SCRIPTING

Name: _____ Observer: _____

Grade Level/Subject Area: _____

Date: _____

Lesson Topic: _____ Teaching Standard: _____

Observation Focus: _____ Content Standard: _____

Time	Teacher	Students

Code:

FORMATIVE ASSESSMENT TOOL

SELECTIVE SCRIPTING

Name: _____   Observer: _____

Grade Level/Subject Area: _____

Date: _____

Lesson Topic: _____   Teaching Standard: _____

Observation Focus: _____   Content Standard: _____

Time	Teacher	Students

Code:

February

This month will bring a return to the resident lead-teaching (instead of solo teaching) for at least 8 instructional days (not necessarily consecutive). Lessons should be co-taught, with the resident taking a lead role in planning and instruction. The resident leads the planning of a lesson with materials, strategies, and resources that the resident selects/identifies (in collaboration with the MT if MT requires specific materials or approaches, otherwise resident should initiate identification of materials) and takes the lead in preparing materials. The resident provides a lesson plan (either UBTR short form or MT-approved template) at least 48 hours in advance of the lesson for mentor feedback and approval. Mentors should not permit residents to lead teach without having reviewed lessons at least 48 hours in advance. If a lesson plan is not submitted at least 48 hours in advance, SOLO teaching cannot be permitted by the MT. (Failure to complete required solo teaching may jeopardize on-time completion of Supervised Teaching II.)   Elementary - Residents' 8 lessons should be either the full ELA or math block + at least one other subject/segment (science, social studies, morning meeting, etc.) MS/HS -Residents' should lead planning for at least 8 days of instruction (up to 2 preps/day).

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
	ECCH Only - Leave placements at noon for NYSTCE math prep workshop.	**Non-Classroom Day GOATbook Tools Due** + Field Seminar -12:30-3 (Anchor Seminar)				
9	10	11	12	13	14	15
	ECCH Only - Leave placements at noon for NYSTCE math prep workshop.	**Non-Classroom Day** Action Research 10am-12pm + Field Seminar (CEC Meetings)	Virtual MT Meet Up (non-BPS mentors only) 9:00-10:15		{Sub Eligible}	
16	17	18	19	20	21	22
	Winter Recess - UB classes still in session NYSTCE math prep. **Upload Cycle 4 video to Edthena**	**Winter Recess - UB classes still in session**	**Winter Recess - UB classes still in session**	**Winter Recess - UB classes still in session**	**Winter Recess - UB classes still in session**	
23	24	25	26	27	28	
Upload Cycle 4 video reflection documents to Box	{Sub Eligible}	**Non-Classroom Day -** Rounds + Field Seminar -12:30-3 (TPA & Video) **TPA Category II Artifact & Rationale Due to UB Learns**				

ATTENDANCE

 # Classroom-Based Instructional or PD Days: 12

 # Sub-eligible Days: 1

 # Absences: _____

 # Latenesses: _____

RESIDENT ACTIVITIES

Planning- Submissions to Program:
Submit one long-form UBTR lesson plan to accompany your STAR # 2 video

Planning- Submissions to MT:
Lead planning for all lead teaching days using either the UBTR short-form or MT-approved template. These lessons will be submitted to your MT only.

Program Requirements: One-on-one meetings to review certification workshop completion, exams, incompletes, etc.; If planning to complete all course requirements for May graduation, you must apply for graduation (in HUB) by February 22; look for email to apply to walk at graduation (distinct from Applying for Graduation)

Certification Requirements: Schedule/take your Content Speciality Test (by February break)

Major Coursework Assignments/Other:

_____

_____

_____

GRADUAL RELEASE
TEACHING EXPECTATIONS

This month will bring a return to the resident lead-teaching (instead of solo teaching) for at least 8 instructional days (not necessarily consecutive). Lessons should be co-taught, with the resident taking a lead role in planning and instruction. The resident leads the planning of a lesson with materials, strategies, and resources that the resident selects/identifies (in collaboration with the MT if MT requires specific materials or approaches, otherwise resident should initiate identification of materials) and takes the lead in preparing materials. The resident provides a lesson plan (either UBTR short form or MT-approved template) at least 48 hours in advance of the lesson for mentor feedback and approval. Mentors should not permit residents to lead teach without having reviewed lessons at least 48 hours in advance. If a lesson plan is not submitted at least 48 hours in advance, SOLO teaching cannot be permitted by the MT. (Failure to complete required solo teaching may jeopardize on-time completion of Supervised Teaching II.) Elementary - Residents' 8 lessons should be either the full ELA or math block + at least one other subject/segment (science, social studies, morning meeting, etc.) MS/HS - Residents' should lead planning for at least 8 days of instruction (up to 2 preps/day).

Lead Teaching: At least 8 instructional days (not necessarily consecutive)

Solo Teaching: None

Recommended Co-teaching Strategy:
Recommended co-teaching strategies: station, parallel, supplemental, alternative/differentiated

COLLABORATIVE ACTIVITIES

Co-planning: Enact weekly dedicated co-planning time; Review & discuss the lesson plans prepared by residents for lead teaching days

Co-reflection & feedback: Set two dates (with specific times) in February where you'll complete the CALs together; Engage in ongoing-daily (or at least weekly)- debriefs and feedback.

Clinical Experience Coach (CEC) Activities: Informal visits with Selective Scripting based on areas of identified need

Record a full lesson for STAR Assessment #2 before the end of the first week of March.

GOATbook Share Date: Tues., 3/4

MENTOR ONLY ACTIVITIES

General: Identify and communicate (either to resident, CEC, or both) any supports that might be needed based on resident strengths and areas for growth. Talk with your resident about formal observation procedures in the district.

NTC Coaching Tools:
Complete **2 CALs** with resident

Please give these completed coaching tools to your resident, so that they can submit them in person on 3/4

3/3 - Next STAR Assessment due

Virtual Mentor Meet Up:
Non-BPS Mentors Only, Wed., 2/12, 9:00-10:15am

Question(s) to Ask the UBTR Program Team:

_____

_____

_____

_____

Something to Consider:

Phases of First-Year Teachers' Attitude Toward Teaching
by Ellen Moir, Founder and Chief Executive Officer, New Teacher Center

NEW TEACHER CENTER

FORMATIVE ASSESSMENT TOOL: INSTRUCTIONAL COACHING

COLLABORATIVE ASSESSMENT LOG

Name or Group: _____   Coach: _____

Grade Level/Subject Area: _____   Date: _____

Professional Goal(s): _____

Teaching Standard Focus: _____

+ What's Working? (*How do you know? Cite evidence of instructional decisions and student learning when applicable.*)

▲ Current Focus—Challenges—Concerns:

Teacher/Group Next Steps:

Coach Next Steps:

What aspects of our work together provide the most support and impact on your practice? What would support you going forward?

Next meeting date: _____   Focus: _____

NEW TEACHER CENTER

FORMATIVE ASSESSMENT TOOL: INSTRUCTIONAL COACHING

COLLABORATIVE ASSESSMENT LOG

Name or Group: _____ Coach: _____

Grade Level/Subject Area: _____ Date: _____

Professional Goal(s): _____

Teaching Standard Focus: _____

+ What's Working? (*How do you know? Cite evidence of instructional decisions and student learning when applicable.*)

▲ Current Focus—Challenges—Concerns:

Teacher/Group Next Steps:

Coach Next Steps:

What aspects of our work together provide the most support and impact on your practice? What would support you going forward?

Next meeting date: _____ Focus: _____

January/February - Holding onto Hope

"The Hope & Practice of Teaching" by William Ayers

I want beginning teachers to resist, to rebel against all of it, to reject these clichés, to stand on their own feet, and to make their way toward the moral heart of teaching at its best. I want them to do what needs to be done—again and again—to achieve teaching as an enterprise whose largest purpose is to help every human being reach the full measure of his or her humanity. Teaching as humanization, teaching as a project whose irreducible goal is both further enlightenment for each and greater freedom for all—this is the priceless ideal I want beginning teachers to focus on. To adequately consider that ideal requires moving beyond the fog of the merely given, clearing a free space for challenging the dogma and the orthodoxy that attaches itself to teaching like barnacles, sharp and ugly. What follows, then, is one part manifesto and one part educational agenda, an appeal to consider the larger goals of education and the ethical and intellectual underpinnings of teaching on one hand, and a modest offering of practical arts for the beginning teacher on the other.

To begin, we have to refocus on teaching as intellectual and ethical work, something beyond the instrumental and the linear. We need to understand that teaching requires thoughtful, caring people to carry it forward successfully, and we need, then, to commit to becoming more caring and more thoughtful as we grow into our work. This refocusing requires a leaning outward, a willingness to look at the world of children—the sufferings, the accomplishments, the perspectives, and the concerns—and an awareness, sometimes joyous but just as often painful, of all that we find. And it requires, as well, a leaning inward—inbreathing, in-dwelling—traveling toward self knowledge, a sense of being alive and conscious in a going world. In each direction, each gesture, we acknowledge that every person is entangled and propelled and sometimes made mute by a social surround and that each has, as well, a wild and vast inner life—a spirit, a soul, a mind. Going inward without consciously connecting to a larger world leads to self-referencing and worse, narcissism as truth; traveling outward without noting your own embodied heart and mind can easily lead to ethical astigmatism, moral blindness—to seeing children as a collection of objects for use.

I urge teachers to start in a different place, with a faith that every child comes to you as a whole and multidimensional being, much like yourself. Every human being, no matter who, is a gooey biological wonder, pulsing with the breath and beat of life itself... Every human being has as well a complex set of circumstances that makes his or her life understandable and sensible, bearable or unbearable; each is unique, each walks a singular path across the earth..This recognition asks us to reject any action that treats anyone as an object, any gesture that thingifies other human beings. It demands that we embrace the humanity of every student—that we take their side. Easy enough to say, excruciatingly difficult to enact in the daily lives of schools....

Practical Arts V

End each day by asking yourself how you could have done better with this kid or that situation. What alternatives exist? What can I learn from my mistakes? How can I make a better move tomorrow? In the infinitely complex world of teaching, there is always something more to know, something more to do. Without self-criticism, we risk self-righteousness. Don't turn into one of those familiar characters in every school who's seen it all and knows everything: Growth requires doubt. Begin each day forgiving yourself for your failures and your shortcomings. Start over in this corner of this room. Without self-forgiveness, we risk burning out. The best staff development is horizontal not vertical. It, too, unlocks the wisdom in the room, the tacit knowledge of teachers talking about teaching with other teachers. Develop a small group of teachers willing to talk together

about the content and the conduct of your work. Meet once a week or once every other week for at least an hour. Each meeting should focus on one teacher. For 10 minutes, this teacher describes the learning environment and the rhythm of her or his day. For 10 minutes, the group offers feedback and reactions. For the next 15 minutes, the teacher describes a student through that student's work and again, there is an opportunity to reflect and talk back. That's it—no whining, no focus on the bureaucratic—attention to students, to the environment, to pedagogy, curriculum, and assessment; a relentless focus on those things we can control...

Teaching is intellectual and ethical work; it takes a thoughtful, reflective, and caring person to do it well. It takes a brain and a heart. The first and fundamental challenge for teachers is to embrace students as three-dimensional creatures, as distinct human beings with hearts and minds and skills and dreams and capacities of their own, as people much like ourselves. This embrace is initially an act of faith—we must assume capacity even when it is not immediately available or visible—because we work most often in schools where aggregating and grouping kids on the flimsiest evidence is considered common sense, where the toxic habit of labeling youngsters on the basis of their deficits is commonplace. A teacher needs a brain to break through the cotton wool smothering the mind, to see beyond the blizzard of labels to this specific child, trembling and whole and real, and to this one, and to this one. And a teacher needs a heart to fully grasp the importance of that gesture, to recognize in the deepest core of your being that every child is precious, each irreproducible, the one and only who will ever walk the earth, deserving of the best a teacher can give—respect, awe, reverence, commitment. A teacher who takes up this fundamental challenge is a teacher working against the grain—you have got to have the nerve. All the pressures of schooling push teachers to act as clerks and functionaries—interchangeable parts in a vast and gleaming and highly rationalized production line. To teach with a heart and a brain—to see education as a deeply humanizing enterprise opening infinite possibilities for your students—requires courage. Courage is a quality nurtured in solidarity with others— it is an achievement of colleagues and allies. To teach with thought and care and courage, you really need a home.

The four seekers lurching toward Oz provide one other lesson for us. We can all constantly work to identify obstacles to our freedom, to our fullness. The obstacles will change as we develop and grow, but there is always more to know, always more to become, more to do. In our quest we can all reach out for allies and friends to give us the strength and power to move on. And we can now know in advance that there is no wizard at the end of the road, no higher power with a magic wand to solve our all-too-human problems. Recognizing that the people with the problems are also the people with the solutions and that waiting for the lawmakers, the system, or the union—or any other fraudulent great power hidden behind a heavy curtain—to save us or to get it right before we ourselves get it right is to wait a lifetime. We can look inside ourselves, summon strengths we never knew we had, connect up with other teachers and parents and kids to create the schools and classrooms we deserve—thoughtful places of decency, sites of peace and freedom and justice. We are on the way, then, to our real Emerald Cities. In your classroom as in your life, the relationships you build are most important. Make them mutual. Listen with the possibility of being changed; speak with the possibility of being heard.

March

Resident develops and implements lesson plans for at least eight days of solo teaching (at least 50% of the day). Lessons should be solo taught. The resident is responsible for planning and instruction of a lesson, independently preparing all materials and fully leading all instructional activities. The resident should plan without reliance on MT resources, plans, or materials, unless the MT requires specific materials be used. Resident must submit either UBTR short-form lesson plans OR an MT-approved lesson template at least 48 hours in advance of any solo lesson to receive MT feedback and approval. If a lesson plan is not submitted at least 48 hours in advance, SOLO teaching cannot be permitted by the MT. (Failure to complete required solo teaching may jeopardize on-time completion of Supervised Teaching II.)   Elementary - Residents' 8 days should be either the full ELA or math block + at least one other subject/segment (science, social studies, morning meeting, etc.)   MS/HS -Residents' should solo plan for at least 8 days of instruction (up to 2 preps/day).

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
MTs-iSEL Mod 4 due	MT STAR Assessment #2 Due	**Non-Classroom Day** GOATbook Tools Due + Field Seminar 12:30-3 (Anchor Text)			**Non-Classroom Day** Coursework Day + Dean's Lecture Series - 2-4:30	
9	10	11	12	13	14	15
		Non-Classroom Day Field Seminar 12:30-3- CEC Meetings		BPS-only MT Meet Up 8:30-10:30	**Non-Classroom Day** UBTR Consortium Social 5-7	
16	17	18	19	20	21	22
	UB Spring Break {Sub Eligible} **Upload Cycle 5 video to Edthena**	**Non-Classroom Day** UB Spring Break; Rounds	UB Spring Break	UB Spring Break	UB Spring Break {Sub Eligible}	
23	24	25	26	27	28	29
Upload Cycle 5 video reflection documents to Box		**Non-Classroom Day** Action Research 10am-12pm + Field Seminar 12:30-3 (TPA & Video Reflection) **TPA Category Six Artifact & Rationale Due to UBLearns**				
30	31					

ATTENDANCE

 # Classroom-Based Instructional or PD Days: 14

 # Sub-eligible Days: 2

 # Absences: _____

 # Latenesses: _____

RESIDENT ACTIVITIES

Planning- Submissions to Program:
Submit one long-form UBTR lesson plan to accompany your STAR # 2 video (if not completed in February)

Planning- Submissions to MT:
Eight solo teaching plans using either the UBTR short-form or MT-approved template. These lessons will be submitted to your MT only.

Certification Requirements: As needed, register to re-take any NYSTCE exams during April Break. Register for the EAS exam.

Question(s) to Ask My Advisor:

_____

_____

_____

Major Coursework Assignments/Other:

_____

_____

_____

GRADUAL RELEASE
TEACHING EXPECTATIONS

Resident develops and implements lesson plans for at least eight days of solo teaching (at least 50% of the day). Lessons should be solo taught. The resident is responsible for planning and instruction of a lesson, independently preparing all materials and fully leading all instructional activities. The resident should plan without reliance on MT resources, plans, or materials, unless the MT requires specific materials be used. Resident must submit either UBTR short-form lesson plans OR an MT-approved lesson template at least 48 hours in advance of any solo lesson to receive MT feedback and approval. If a lesson plan is not submitted at least 48 hours in advance, SOLO teaching cannot be permitted by the MT. (Failure to complete required solo teaching may jeopardize on-time completion of Supervised Teaching II.) Elementary - Residents' 8 days should be either the full ELA or math block + at least one other subject/segment (science, social studies, morning meeting, etc.) MS/HS -Residents' should solo plan for at least 8 days of instruction (up to 2 preps/day).

Lead Teaching: To be determined collaboratively with the mentor teacher on days when not engaged in solo teaching.

Solo Teaching: At least 8 days of solo teaching (Elem-full math or ELA + another block; MS/HS - 8 days of solo teaching full day or up to 2 preps/day)

Recommended Co-teaching Strategies:
One teach-one observe or one teach-one assist (as planned by the resident)

COLLABORATIVE ACTIVITIES

Co-planning: Enact weekly dedicated co-planning time; Review & discuss the lesson plans prepared by residents for solo teaching days. Review the At-a-Glance Planning Tool.

Co-reflection & feedback: Set two dates (with specific times) in March where you'll complete the CALs together; Engage in ongoing-daily (or at least weekly)- debriefs and feedback.

Clinical Experience Coach (CEC) Activities:
Completion of STAR Cycle #2 (via video); Informal coaching visits with Selective Scripting based on areas of identified need

Record a full lesson for STAR Assessment #2 before the end of the first week of March.

GOATbook Share Date: Tues., 4/1

MENTOR ONLY ACTIVITIES

General: Identify and communicate (either to resident, CEC, or both) any supports that might be needed based on resident strengths and areas for growth. Submit a STAR Assessment by March 3rd. Review results with your resident and/or resident & CEC.

NTC Coaching Tools:
Complete **2 CALs** with resident
Complete **2 Selective Scriptings** (for 2 of the resident's solo lessons)
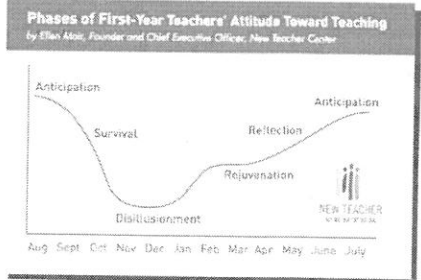*Please give these completed coaching tools to your resident, so that they can submit them in person on 4/1*

3/3 - STAR Assessment #2 due

Mentor Meet Up:
BPS Mentors Only, Thurs., 3/13, 8:30-10:30am

Question(s) to Ask the UBTR Program Team:

_____

_____

_____

_____

Something to Consider:

Phases of First-Year Teachers' Attitude Toward Teaching
by Ellen Moir, Founder and Chief Executive Officer, New Teacher Center

NEW
TEACHER
CENTER

FORMATIVE ASSESSMENT TOOL: INSTRUCTIONAL COACHING

COLLABORATIVE ASSESSMENT LOG

Name or Group: _____ Coach: _____

Grade Level/Subject Area: _____ Date: _____

Professional Goal(s): _____ Teaching Standard Focus: _____

✚ **What's Working?** *(How do you know? Cite evidence of instructional decisions and student learning when applicable.)*

▲ **Current Focus—Challenges—Concerns:**

Teacher/Group Next Steps:

Coach Next Steps:

What aspects of our work together provide the most support and impact on your practice? What would support you going forward?

Next meeting date: _____ Focus: _____

NEW TEACHER CENTER

FORMATIVE ASSESSMENT TOOL: INSTRUCTIONAL COACHING

COLLABORATIVE ASSESSMENT LOG

Name or Group: _____

Coach: _____ Date: _____

Grade Level/Subject Area: _____

Professional Goal(s): _____

Teaching Standard Focus: _____

+ What's Working? *(How do you know? Cite evidence of instructional decisions and student learning when applicable.)*

▲ Current Focus—Challenges—Concerns:

Teacher/Group Next Steps:

Coach Next Steps:

What aspects of our work together provide the most support and impact on your practice? What would support you going forward?

Next meeting date: _____ Focus: _____

NEW
TEACHER
CENTER

FORMATIVE ASSESSMENT TOOL

SELECTIVE SCRIPTING

Name: _____   Observer: _____

Grade Level/Subject Area: _____

Date: _____

Lesson Topic: _____   Teaching Standard: _____

Observation Focus: _____   Content Standard: _____

Time	Teacher	Students

Code:

NEW TEACHER CENTER

FORMATIVE ASSESSMENT TOOL

SELECTIVE SCRIPTING

Name: _____   Observer: _____

Grade Level/Subject Area: _____   Date: _____

Lesson Topic: _____   Teaching Standard: _____

Observation Focus: _____   Content Standard: _____

Time	Teacher	Students

Code:

March - Courage & Creative Maladjustment

Excerpt from <u>The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life</u> **by Parker J. Palmer.**

We Teach Who We Are

I am a teacher at heart, and there are moments in the classroom when I can hardly hold the joy. When my students and I discover uncharted territory to explore, when the pathway out of a thicket opens up before us, when our experience is illumined by the lightning-life of the mind—then teaching is the finest work I know. But at other moments, the classroom is so lifeless or painful or confused—and I am so powerless to do anything about it that my claim to be a teacher seems a transparent sham. Then the enemy is everywhere: in those students from some alien planet, in that subject I thought I knew, and in the personal pathology that keeps me earning my living this way. What a fool I was to imagine that I had mastered this occult art—harder to divine than tea leaves and impossible for mortals to do even passably well!
[...]

When Teachers Lose Heart

As good teachers weave the fabric that joins them with students and subjects, the heart is the loom on which the threads are tied: the tension is held, the shuttle flies, and the fabric is stretched tight. Small wonder, then, that teaching tugs at the heart, opens the heart, even breaks the heart—and the more one loves teaching, the more heartbreaking it can be. We became teachers for reasons of the heart, animated by a passion for some subject and for helping people to learn. But many of us lose heart as the years of teaching go by. How can we take heart in teaching once more, so we can do what good teachers always do—give heart to our students? The COURAGE TO TEACH is the courage to keep one's heart open in those very moments when the heart is asked to hold more than it is able, so that teacher and students and subject can be woven into the fabric of community that learning, and living, require.

There are no techniques for reclaiming our hearts, for keeping our hearts open. Indeed, the heart does not seek "fixes" but insight and understanding. When we lose heart, we need an understanding of our condition that will liberate us from that condition, a diagnosis that will lead us toward new ways of being in the classroom simply by telling the truth about who, and how, we are. Truth, not technique, is what heals and empowers the heart.

We lose heart, in part, because teaching is a daily exercise in vulnerability. I need not reveal personal secrets to feel naked in front of a class. I need only parse a sentence or work a proof on the board while my students doze off or pass notes. No matter how technical or abstract my subject may be, the things I teach are things I care about—and what I care about helps define my selfhood.

[...]

We are obsessed with manipulating externals because we believe that they will give us some power over reality and win us some freedom from its constraints. Mesmerized by a technology that seems to do just that, we dismiss the inward world. We turn every question we face into an objective problem to be solved-and we believe that for every objective problem there is some sort of technical fix.

That is why we train doctors to repair the body but not to honor the spirit; clergy to be CEOs but not spiritual guides; teachers to master techniques but not to engage their students' hearts—or their own. That is why our

students are cynical about the efficacy of an education that transforms the inner landscape of their lives: when academic culture dismisses inner truth and pays homage only to the objective world, students as well as teachers lose heart.

[...]

How does one attend to the voice of the teacher within? I have no particular methods to suggest, other than the familiar ones: solitude and silence, meditative reading and walking in the woods, keeping a journal, finding a friend who will simply listen. I merely propose that we need to learn as many ways as we can of "talking to ourselves."

That phrase, of course, is one we normally use to name a symptom of mental imbalance—a clear sign of how our culture regards the idea of an inner voice! But people who learn to talk to themselves may soon delight in the discovery that the teacher within is the sanest conversation partner they have ever had.

We need to find every possible way to listen to that voice and take its counsel seriously, not only for the sake of our work, but for the sake of our own health. If someone in the outer world is trying to tell us something important and we ignore his or her presence, that person either gives up and stops speaking or becomes more and more violent in attempting to get our attention.

Similarly, if we do not respond to the voice of the inward teacher, it will either stop speaking or become violent: I am convinced that some forms of depression, of which I have personal experience, are induced by a long-ignored inner teacher trying desperately to get us to listen by threatening to destroy us. When we honor that voice with simple attention, it responds by speaking more gently and engaging us in a life-giving conversation of the soul.

That conversation does not have to reach conclusions in order to be of value: we do not need to emerge from "talking to ourselves" with clear goals, objectives, and plans. Measuring the value of inner dialogue by its practical outcomes is like measuring the value of a friendship by the number of problems that are solved when friends get together.

Conversation among friends has its own rewards: in the presence of our friends we have the simple joy of feeling at ease, at home, trusted and able to trust. We attend to the inner teacher not to get fixed but to befriend the deeper self, to cultivate a sense of identity and integrity that allows us to feel at home wherever we are.

From the book *I Won't Learn From You": And Other Thoughts on Creative Maladjustment* by Herb Kohl
Kohl, H. (1994). *"I won't learn from you": And other thoughts on creative maladjustment.* New Press.

It is very difficult for me to throw out things that evoke memories or stories, and so, over the last 30 years, I have amassed a collection of my students' writing and art. Recently, I came upon a portfolio of pastels done by children in my first public class in 1962. There was Sara's delicate copy of a Modigliani portrait, done in browns and oranges; a blue and white drawing of Moby Dick jumping out of the sea, done by Hugh Lee on black construction paper; a hand with an evil eye, drawn by Carlos M.; and Gloria's frightening lion's face with knife slashes all over it, whose title, "All Cut Up," is written in red crayon over the pastel.

I remember buying the pastels for my class and letting the students draw, paint, or sketch all afternoon. They could also play chess, dominoes, and checkers, read with me, write poems and books, or listen to music and build clay models if they cared to. Those afternoon activities were my way of warding off chaos and, at the same time, getting to know and occasionally help my students personally. It took me awhile to realize that these activities were not diversions but at the center of decent education. No one seemed to mind, since my students stayed in the room, and we left everything clean and neat at the end of the day.

However, the pastels got me into trouble. About two months into the semester, I got a visit from the district art coordinator, to whom I proudly showed off my students' work. Instead of being encouraged, I was given a copy of the district manual, which described the art curriculum and showed that pastels were a 6th grade medium. Since my students were in the 5th grade, I was instructed to get rid of both the pastels and the students' work in that medium. I objected and pointed out that the top class in the 5th grade had pastels and used them all the time. The response was that "those" students read above grade level and therefore deserved an advanced art medium, whereas my students read below grade level and therefore weren't qualified for pastels.

I didn't know whether to laugh or argue—it was too absurd. Fortunately, the assistant principal, who was more accustomed to the bizarre ways of the hierarchy, joined us before I could respond. She told the art coordinator that I was a young teacher and that she would take care of everything. Before I left that day, she called me into her office and gave me advice for surviving within an irrational system. She knew I would not get rid of the pastels, so she suggested I read the curriculum manuals in order to know when I was violating them and thus to know how to make everything look kosher before a supervisor's visit. She also promised to give me adequate warning so I could continue to do what I felt was best for the children and still look good to the district supervisors. That way, she wouldn't get in trouble. In effect, she gave me a way to resist adjusting to unreasonable demands and initiated me into the subversion of the system that most good teachers practice all the time.

That was my first encounter with the choice between conforming to the demands of the system or meeting the needs of my students. It was a lesson in what I have come to call "maladjustment."
[...]
When it is impossible to remain in harmony with one's environment without giving up deeply held moral values, creative maladjustment becomes a sane alternative to giving up altogether. Creative maladjustment consists of breaking social patterns that are morally reprehensible, taking conscious control of one's place in the environment, and readjusting the world one lives in based on personal integrity and honesty—that is, it consists of learning to survive with minimal moral and personal compromise in a thoroughly compromised world and of not being afraid of planned and willed conflict, if necessary. It also means searching for ways of not being

alone in a society where the mythology of individualism negates integrity and leads to isolation and self mutilation. It means small everyday acts of maladjustment as well as occasional major reconstruction, and it requires will, determination, faith that people can be wonderful, conscious planning, and an unshakable sense of humor.

Creative maladjustment is reflective. It implies adapting your own particular maladjustment to the nature of the social systems that you find repressive. It also implies learning how other people are affected by those systems, how personal discontent can be appropriately turned into moral and political action, and how to speak out about the violence that thoughtless adjustment can cause or perpetuate.

[...]The same thing happened during my first teaching assignment. Pastels were just a part of the problem. I also spoke out about other inequities during faculty and union meetings and was involuntarily transferred to another at the end of my first semester. At that time, my maladjustment was neither creative nor effective, and I continue to wonder how much more useful I might have been to the community had my responses been more tempered and my maladjustment better thought-out.

[...]I came to understand that children act in ways that are shaped by the institution; therefore it is essential never to judge a child by her or his behavior.

I had to maladjust myself to the notion that the demands and structure of schooling were normal and the students were problems if they did not adjust. This meant examining the nature of the life I was expected to lead as a teacher and sorting out what was sensible and beneficial to my students from procedures meant simply to keep things under control. It meant learning to recognize practices and texts that were racist or sexist, as well as coming to understand the mechanisms for tolerating professional incompetence and for marginalizing children who are outspoken or different. This had to be done while I was figuring out how to teach well, and I had to be creative about it if I wanted to keep my job. I had to develop skills of creative maladjustment and integrate into every aspect of my teaching the idea that was not always worth adjusting to and that my students were often right to resist the education being forced upon them.

For me, an understanding of the need for creative maladjustment is not a rejection of public education but an affirmation of its possibilities. It is part of what I subsequently learned has been a long struggle to make public education work for all children.
[...]

Teaching well is a militant activity that requires a belief in children's strengths and intelligence no matter how poorly they may function under the regimens imposed upon them. It requires understanding student failure as system failure, especially when it encompasses the majority of students in a class, or system. It also means stepping back and seeing oneself as a part of a dysfunctional system and developing the courage to maladjust rather than adjust oneself to much of current educational practice. This means seeing oneself as a worker in a large system run amok and giving up the need to defend the system to yourself or in public. And, in the service of one's students, it might even involve risking one's job and career. There are limits to creative maladjustment within the system, and they sometimes drive one to act, in the service of public education, from outside the system. But it is possible to defend public education without having to defend the public schools as they currently exist.

[...]

This is not a small thing. It is a powerful first lesson in breaking the pattern for both students and teacher. It provides a sense that it is possible to go beyond what authorities tell you to do and that you can cross boundaries and create new forms of association. However, it is a private act performed behind closed classroom doors. The next steps in creative maladjustment are more difficult. They involve reaching out to other teachers and to the community the school serves, engaging others in the struggle to create decent and effective schools, becoming a leader in your own and school community, and taking responsibility for that role. [...]

As educators we must articulate and defend what we consider to be good practice. This is difficult when you are part of a system that has produced so much failure. Nevertheless, there are good examples of public education that works and books that document them.

Create a library of good practice for yourself and your . One form of creative maladjustment is to be literate and knowledgeable about what is going on in public education throughout the country and to share that knowledge with teachers' organizations and the community.

In addition, it is our responsibility as educators to examine all of the categories of educational stigma and to stand against anything that damages our students or limits their life possibilities. The category of "at risk," for example, though applied to individual children, is a form of social stigmatization that is often difficult to distinguish from racism and class bias.

[...]

For those of us who choose to remake the schools and reaffirm the need for equity, decency, creativity, and openness within public education, walking the line between survival and moral action is a constant and often unnerving challenge. We have to think about being part of an opposition within the system and be articulate and explicit in that role. We have to reach out and develop allies and not be afraid to encounter and confront boards, administrators, and our own unions with clear positions on educational issues backed by first-rate practice. And we must remember and affirm what we often tell our students: that we can become the people we would like to be, that it is necessary to live with hope, and that it is possible to create a decent life and a decent world.

April

Resident develops and implements lesson plans for at least four days (K-6) or 8 days (MS/HS) of solo teaching (not necessarily consecutive). Lessons should be solo taught, or primarily utilize one teach-one observe (preferred), one teach-one assist, or parallel teaching (as planned by the resident). Resident must submit either UBTR short-form lesson plans OR an MT-approved lesson template at least 48 hours in advance of any solo lesson to receive MT feedback and approval. If a lesson plan is not submitted at least 48 hours in advance, SOLO teaching cannot be permitted by the MT. (Failure to complete required solo teaching may jeopardize on-time completion of Supervised Teaching II.) K-8- Residents' 4 days of instruction should be either the full ELA or math block + at least one other subject/segment (science, social studies, morning meeting, etc.) HS -Residents' should solo plan for at least 8 days of instruction (up to 2 preps/day). Resident participates alongside MT in all PD activities.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
Residents should aim to take certification exams during spring break		**Non-Classroom Day GOATbook Tools Due** + Field Seminar 12:30-3 (Anchor Text)				
6	7	8	9	10	11	12
	NYS ELA Testing	**Non-Classroom Day** GSE Student Research Symposium 8:30-4 NYS ELA Testing	NYS ELA Testing	NYS ELA Testing	NYS ELA Testing {Sub Eligible}	
13	14	15	16	17	18	19
	Districts off - Spring Recess	**CEC Meetings** Districts off - Spring Recess	Districts off - Spring Recess	Districts off - Spring Recess	Districts off - Spring Recess	
20	21	22	23	24	25	26
	Upload Cycle 6 videos to Edthena	**Non-Classroom Day** Rounds		BPS-only MT Meet Up 8:30-10:30		
27	28	29	30			
Upload Cycle 6 video reflection documents to Box		**Non-Classroom Day** Field Seminar 12:30-3 (TPA & Video Reflection) BPS Student Early Release **TPA Category V Artifact & Rationale Due to UBLearns**	BPS-Superintendent Conference Day & Scoring, report and stay with MT full day			

ATTENDANCE

 # Classroom-Based Instructional or PD Days: 14

 # Sub-eligible Days: 1

 # Absences: _____

 # Latenesses: _____

RESIDENT ACTIVITIES

Planning- Submissions to Program:
None

Planning- Submissions to MT:
All plans for solo teaching - using either the UBTR short-form or MT-approved template. These lessons will be submitted to your MT only.

Certification Requirements: Complete NYSTCE Educating All Students exam during Spring Break

Question(s) to Ask My Advisor:

_____

_____

_____

Major Coursework Assignments/Other:

_____

_____

_____

GRADUAL RELEASE
TEACHING EXPECTATIONS

Resident develops and implements lesson plans for at least four days (K-6) or 8 days (MS/HS) of solo teaching (not necessarily consecutive). Lessons should be solo taught, or primarily utilize one teach-one observe (preferred), one teach-one assist, or parallel teaching (as planned by the resident). Resident must submit either UBTR short-form lesson plans OR an MT-approved lesson template at least 48 hours in advance of any solo lesson to receive MT feedback and approval. If a lesson plan is not submitted at least 48 hours in advance, SOLO teaching cannot be permitted by the MT. (Failure to complete required solo teaching may jeopardize on-time completion of Supervised Teaching II.) K-8- Residents' 4 days of instruction should be either the full ELA or math block + at least one other subject/segment (science, social studies, morning meeting, etc.) HS -Residents' should solo plan for at least 8 days of instruction (up to 2 preps/day). Resident participates alongside MT in all PD activities.

Lead Teaching: To be determined collaboratively with the mentor teacher on days when not engaged in solo teaching.

Solo Teaching: Elem - At least 4 days of ELA or Math + Additional Block; MS/HS - At least 8 days up to 2 preps/day

Recommended Co-teaching Strategies:
One teach-one assist or parallel teaching (as planned by the resident)

COLLABORATIVE ACTIVITIES

Co-planning: Enact weekly dedicated co-planning time; Review & discuss the lesson plans prepared by residents for solo teaching days. Review the At-a-Glance Planning Tool.

Co-reflection & feedback: Set two dates (with specific times) in April where you'll complete the CALs together; Engage in ongoing-daily (or at least weekly)- debriefs and feedback.

Clinical Experience Coach (CEC) Activities:
Informal visits with Selective Scripting based on areas of identified need

GOATbook Share Date: Tues., 5/6

MENTOR ONLY ACTIVITIES

General: Identify and communicate (either to resident, CEC, or both) any supports that might be needed based on resident strengths and areas for growth.

NTC Coaching Tools:
Complete **2 CALs** with resident
Complete **2 Selective Scriptings** (for 2 of the resident's solo lessons)
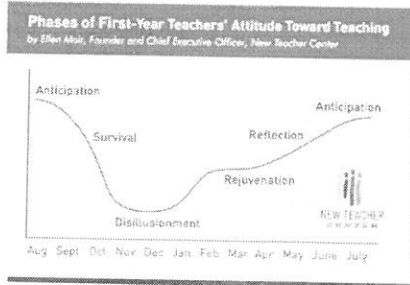*Please give these completed coaching tools to your resident, so that they can submit them in person on 5/6*

Mentor Meet Up:
BPS Mentors Only, Thurs., 4/24, 8:30-10:30am

Question(s) to Ask the UBTR Program Team:

_____

_____

_____

_____

Something to Consider:

Phases of First-Year Teachers' Attitude Toward Teaching
by Ellen Moir, Founder and Chief Executive Officer, New Teacher Center

NEW TEACHER CENTER

COLLABORATIVE ASSESSMENT LOG

Name or Group: _____ Coach: _____

Grade Level/Subject Area: _____ Date: _____

Professional Goal(s): _____

Teaching Standard Focus: _____

✚ **What's Working?** (How do you know? Cite evidence of instructional decisions and student learning when applicable.)

▲ **Current Focus—Challenges—Concerns:**

Teacher/Group Next Steps:

Coach Next Steps:

What aspects of our work together provide the most support and impact on your practice? What would support you going forward?

Next meeting date: _____

Focus: _____

NEW TEACHER CENTER

COLLABORATIVE ASSESSMENT LOG

Name or Group: _____ Coach: _____

Grade Level/Subject Area: _____ Date: _____

Professional Goal(s): _____

Teaching Standard Focus: _____

+ What's Working? *(How do you know? Cite evidence of instructional decisions and student learning when applicable.)*

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Coach Next Steps:

What aspects of our work together provide the most support and impact on your practice? What would support you going forward?

Next meeting date: _____ Focus: _____

NEW
TEACHER
CENTER

FORMATIVE ASSESSMENT TOOL

SELECTIVE SCRIPTING

Name: _____ Observer: _____

Grade Level/Subject Area: _____ Date: _____

Lesson Topic: _____ Teaching Standard: _____

Observation Focus: _____ Content Standard: _____

Time	Teacher	Students

Code:

NEW TEACHER CENTER

FORMATIVE ASSESSMENT TOOL

SELECTIVE SCRIPTING

Name: _____ Observer: _____

Grade Level/Subject Area: _____ Date: _____

Lesson Topic: _____ Teaching Standard: _____

Observation Focus: _____ Content Standard: _____

Time	Teacher	Students

Code:

April - Humane Assessment

"Alternatives to Standardized Tests" by Bob Peterson and Monty Neill (from *Rethinking Schools*)

Critics of standardized tests are often asked, "What's your alternative?" It's a legitimate — and important — question. Parents and community members have the right to know how well their children are learning.

Unfortunately, in part due to rhetoric that equates high standards with standardized tests, many parents believe that standardized tests will give them the answer. At the same time, parents are often the first to understand that the complexity of their child cannot be captured by a test score.

At issue is how to create alternatives to standardized tests that will inform parents and community members about how well the schools are doing and whether their children are learning what they need to know — that is, how to create an alternative approach to accountability. Teachers and parents also need to learn about and promote alternatives to "high-stakes" tests, the name given when a single exam determines if a child is promoted, or graduates from high school, or gets into college.

Standardized tests are just one type of assessment, although they often get the most publicity. It's also important to recognize that teachers assess students regularly as part of their on-going teaching. The challenge is to match assessment that is integrated into classroom instruction, and is focused primarily on helping individual children, with assessment that provides school- and district-wide information being demanded by local and state officials or various community forces.

One of the first steps toward rethinking assessments is to ask, "What is the purpose of the assessment?" and, "Is this purpose worthy or meaningful?" Answering these questions means addressing what is important for students to learn, how we help them learn, and how we know what they have learned.

Too often, the rationale for standardized testing appears overly punitive: "We're going to get these kids and schools to perform better — or else." Such an approach forgets that assessment should serve one primary purpose: to improve student learning. The goal is not to flunk kids, not to wave fingers at lousy teachers, not to make bold pronouncements that will be remembered at election time, not to give kids more of the same even though it didn't work the first time — but to provide information to help the student learn better.

Assessment serves other purposes as well. Community members may want data to see if schools are providing equal opportunity to all students. Policy-makers might want to know the effectiveness of various programs. Districts and state legislatures often use tests to hold schools accountable for how well they are spending taxpayers' money. Schools might also use assessment as a way to report to parents, or summarize and certify a student's achievement. Finally, districts might use changes in assessment policy to help transform the curriculum.

Depending on the purpose, different forms of assessment might be used. For example, an assessment designed to evaluate how well a school, overall, is teaching its students to read should not be used to decide whether a particular student should or should not be promoted to fourth grade. Furthermore, any assessment should ultimately serve, and not undercut, the primary goal of helping the student.

Alternatives to standardized testing are in use in both the United States and other industrialized countries — alternatives that range from student portfolios, to district-wide "proficiencies," to outside review teams that evaluate a school. There is growing evidence that these measures do a better job of showing how well students and schools are performing.

The biggest drawback to most of these alternatives is that they challenge this country's predominant approach to thinking and learning — that is, that we can only truly know something if it can be statistically and "objectively" determined and analyzed. History has unfortunately shown that such an approach has been used not just to predict, but to control the world and those who live in it. For many, the consequences are harmful, not beneficial.

Alternative assessments, on the other hand, require diversity in thinking about what is the purpose of knowledge and, indeed, even what constitutes knowledge. To challenge statistical ways of knowing is to challenge the status quo and its tendency to marginalize and describe as abnormal those who do not neatly fit

into a statistical box. Alternative assessments mean alternative voices, perspectives, and actions. This is a vitally important reason why they should be embraced as an important part of accountability.

Other obstacles exist. Alternative assessments are new and, like any innovation, challenge those who prefer to do things the way they've always done them. It takes not only time but energy to re-educate teachers, parents, and students in new forms of assessments. Moreover, such assessments cost more because they require more sophisticated teaching, staff development, and scoring. Decent assessment can't be done cheaply, any more than can decent education.

Nor are alternative assessments a magic bullet. Teachers and parents need to be aware of the strengths and weaknesses of any approach, and how to use it appropriately.

You can stop reading here! (Or, feel free to continue.) We'll engage the subsequent parts of this text in seminar together. _____

Following is a description of some of the most common forms of alternative assessments.

Portfolio-Based Assessment

One of the more promising forms of assessment is what is known as "portfolio-based assessment." The approaches to portfolios vary considerably, but they all rest on records kept by the teacher and on collections of the student's work, called the "student portfolio." During the school year, teachers and students gather work which shows student progress and achievement in various subjects such as English or science. Students are usually encouraged to reflect on the work that has been selected. Such reflection helps students think not only about what they have learned, but about their own learning processes, all of which contributes to the overall goal of improving student learning.

In some approaches, at the end of a marking period the teacher examines the portfolio and evaluates the work based on a scoring guide. Sometimes students or their peers also score their work. The teacher ultimately records a score on what is sometimes called a "learning record," attaching evidence such as a writing sample or write-up of a science experiment. This approach is useful for the teacher and parent in determining how well a student is progressing. But, through what is known as "random sampling," it also can be the basis for improved professional development and for school- and district-wide accountability.

Under "random sampling," a number of the learning records and student portfolios are selected randomly from each classroom. An independent group — of teachers from other schools, members of the community, or a combination of both — reviews the records and portfolios. If there is a big difference between the conclusions of the independent readers and the classroom teacher, a third group might be called in or a larger sample might be taken from the classroom, in order to determine how well a particular teacher consistently applies the agreed upon assessment guidelines.

Approaches of this sort have been developed in Britain, Australia, and the United States, particularly in Vermont, which has instituted statewide assessment programs in math and writing based on student portfolios. Projects such as the Learning Record, based in California, and the Work Sampling System, based in Ann Arbor, are other examples.

This classroom-based approach has several advantages. For example, the evaluation is based on a wide range of student work done over a long period of time, rather than on a single, paper-and-pencil test taken over a few hours. Further, the approach encourages schools and districts to invest in the professional development of the teachers and outside evaluators, and it pushes teachers to reflect more consistently on the quality of student work in their classroom.

One of the criticisms of this approach is that it works best when there are quality teachers. But such criticism needs to take into account that this classroom approach, over time, can encourage collaboration between teachers and improve their work. If done properly, this approach has teachers regularly talking about students' work and allows more-skilled teachers to help less-experienced teachers. Such portfolio discussions will inevitably include not only how to evaluate student work, but the nature of the work that is going on in particular classrooms, and strategies to get students to do better work. This approach can benefit a weak teacher, certainly more than standardized tests do.

Another criticism, especially when teachers have little control over what types of materials are to be included in the portfolio, is that the portfolio requirements can "hijack" the curriculum and overly dominate what is taught.

For instance, if a district decides that the English portfolio for eighth graders needs to have an example of a business letter and a five-paragraph essay, the teacher may focus so much on those requirements that there is little time for other important topics such as poetry, creative writing, or literary analysis. One solution is to require a wide range of types of writing in a writing portfolio, as Vermont does. Many educators also note that it is better to have a "portfolio-driven curriculum," which is based on real student work, than a curriculum shaped by standardized tests and their reliance on random bits of memorized data and procedures.

Another problem with portfolios is logistics. Where does a high school English teacher store over 100 portfolios? How does an elementary school maintain portfolios as students move up in grades? How does the issue of student mobility influence this kind of record keeping? One creative solution is to video-tape portfolios, another is to save the information digitally in a computer. Though methods vary, teachers and schools are overcoming these problems.

A fourth criticism of the portfolio approach is that it relies too much on the individual judgment of teachers and opens the door to overly subjective evaluation. This concern has been raised most directly where teachers may not be sensitive to the needs and skills of students of color, or non-English speakers, or immigrants. Clearly, this is a serious issue. At the same time, it is a problem that pervades all forms of assessment. Who, for example, chooses the questions on standardized tests? Rarely is it immigrants, or non-English speakers, or educators of color.

If the outside evaluators are sensitive to this potential problem, portfolio-based assessment can be used to identify teachers who are subjectively giving lower evaluations to particular groups of students or teachers whose pedagogical weaknesses lead them to have students focus on mindless worksheets rather than engaging projects.

Overall, we have found that portfolios are central to high-quality schooling. They can foster collaboration among teachers, focus attention on getting students to do quality work, and provide data to the community on how well a school is performing.

Performance Exams

Some states and districts have adopted what are called performance examinations. These are tests given to all students, based on students "performing" a certain task, such as writing an essay, conducting a science experiment, or doing an oral presentation which is videotaped.

The Milwaukee Public Schools have done extensive work on developing such performance exams in the areas of writing, science, math, visual arts, and oral communications. For example, fourth or fifth graders must perform a 3-5 minute oral presentation. In writing, fourth, fifth, eighth, 11th, and 12th graders all have to write and revise an essay over a period of two days, based on a district-wide prompt that changes from year to year and covers different genres, from imaginary writing, to narrative essays, to expository essays. These essays are then judged independently and anonymously by teachers from the district, using a scale of one to four. Two teachers read each essay, and the final score is based on the sum of the two readers. To reduce subjectivity, if there is a difference of more than one point in the two readers' evaluation, a third reader scores the paper.

Some districts also use these performance exams as a way to check how well classroom teachers are scoring their student portfolios. If large numbers of students are doing well on the performance exams yet score poorly on the student portfolios, or vice versa, it sends a signal that follow-up needs to occur.

These performance exams have the advantage over standardized tests in that they "drive the curriculum" in a relatively progressive way. In Milwaukee, the assessments have encouraged teachers to focus on actual student writing rather than fill-in-the-blank work sheets. They have led to more hands-on science experiments where students actually learn the scientific process and how to reflect on and analyze data, rather than merely answer questions at the end of a textbook chapter. The oral presentations have been a useful way to get students actively involved, rather than merely listening to lectures by the teacher; they also force teachers to pay attention to oral communication skills, which cannot be tested with a paper-and-pencil exam. The actual performance assessments, once they are scored, can become part of student portfolios.

Teachers who help write the performance assessment tasks (or prompts) learn a lot about how to develop more interesting and academically valuable projects for their students.

Performance exams are one form of "performance assessments" which most often take the form of projects, from laboratory experiments to group activities to exhibitions (described below) which are done as part of

classroom work. (Sometimes the term includes portfolios as well.) Using performance exams can encourage teachers to use a wider range of activities in the classroom, which can enrich instruction, deepen learning, and provide detailed assessment information.

Performance exams have not been used more widely in part because they take considerable time, both for the classroom teacher and the district. It takes time, expertise, and ultimately money to develop the prompts and score the assessments, to say nothing of training teachers in activity-based teaching methods necessary for such performance assessments.

Some very good teachers, particularly those who have spent years developing a cohesive curriculum for their classroom, may find that the exams disrupt the flow of classroom work, although this shouldn't be as much the case if the assessments are carefully aligned with good instructional practices.

Finally, another problem is that performance exams, as with any kind of assessment, can tempt teachers to "teach to the test." Even in performance assessment, the emphasis must remain on higher-level thinking skills instead of on recall and memorization.

Writing in an opinion piece this December in The New York Times, Harvard professor Howard Gardner cautioned, "It might now seem far better to teach students how to write a personal essay than to simply ask them multiple-choice questions about a passage. Yet it is possible even with essay tests to teach students to do well through mimicry rather than through general writing skills. … Educators and parents should value the development of knowledge and skills that go beyond a single test. That is, high performance should be an incidental result of strong general preparation."

As with using random sampling of student portfolios, sampling can also be used with performance exams. The National Assessment of Educational Progress (NAEP), a federal agency that monitors student achievement, uses such a technique. When the NAEP reports, for example, on the progress of U.S. fourth graders the data is based on a sample of students. Some states, such as Maryland, are also adopting this approach. The Maryland State Performance Assessment Program (MSPAP) covers writing, reading, math, science, and social studies; it also includes interdisciplinary exams. Each student is given an exam in only one subject area. This does not give an overall assessment of each student, but for the school it gives a score that covers all subject areas and provides comprehensive data.

We believe that performance assessments — including performance exams — can be useful, especially when they are integrated into the ongoing curriculum. They can suffer, however, when they are isolated from daily classroom life and imposed from above.

Proficiency Exit Standards

The assessment known as "proficiency exit standards" combines the approaches of portfolio-based assessment and performance exams; it also sometimes includes standardized tests.

Under this approach, students have to meet certain standards in order to be promoted to the next grade or to graduate from high school. In Milwaukee, for example, the district has developed proficiencies that students need to meet in order to complete eighth grade and graduate from high school. The proficiency standards focus on four broad areas — math, science, communication, and a research projectÑ and are generally considered more rigorous than most standardized exams.

Students are given several ways to show "proficiency" in each of these areas — through portfolios, classroom projects such as science projects, performance exams, standardized test scores, and research papers. The district took this approach because it did not want to rely on any single assessment to determine whether a student could be promoted or graduate.

In one example of how reliance on standardized tests is undercutting alternative assessment, MPS recently moved to give increased weight to standardized test scores, allowing high school students to meet certain proficiencies by merely passing the standardized Wisconsin Student Assessment System tests.

Exhibitions

Exhibitions of student work are another useful assessment. Perhaps the most common exhibition is also one of the oldest — the science fair. As with any student work, the strength of the approach rests on providing ways for all students to succeed. Everyone knows stories of parents who do the science fair project for their kid,

building elaborate electrical engines or wondrous weather kits. Some schools try to get around this problem by having students work on the projects at school.

At Central Park East in New York City, exhibitions are used along with portfolios. In order to graduate, students have to demonstrate competencies in 12 areas of learning and present their portfolio work to a committee of adults — somewhat similar to the oral exams common for postgraduate degrees.

At La Escuela Fratney in Milwaukee, at the end of fifth grade (before they leave for middle school), students select some of their work from throughout the year and invite family and community members to an open exhibition. One project that figures prominently is the student-made book, in which students reflect on what they've learned throughout elementary school. The book also includes examples of work from their entire time at Fratney, which have been collected as part of their portfolios.

Parent Conferences and Input

One important reason for assessment is to let parents know how well their child is progressing. This purpose cannot be separated from the larger issue of communication between school and home. A number of schools are experimenting with assessment programs that are based on a process of two-way communication.

Some schools, for instance, have lengthy conferences with parents before their child even enters kindergarten, both explaining the schools' programs and getting input from the family on the child's strengths and weaknesses. Other schools have adapted their parent-teacher conferences so that they do a better job of letting parents and teachers talk together about the child's progress. In order for such an approach to work, parent-teacher conferences need to go beyond the "five minutes per teacher" syndrome that is particularly common in middle and high schools — where teachers haul out the grade book and talk, and parents listen.

In this approach, schools need to ensure that they give parents a clear idea of the school's curriculum and a general view of child development. This is particularly important in early elementary grades, where children develop at different rates and ages and children cannot be pigeon-holed into a single set of expectations. Likewise, in adolescence, teachers and parents need to communicate about developmental issues and how they may be affecting student performance.

Some schools involve students in the conferences. Students are asked to present work from their portfolios, reflect on what they have learned, and help figure out where they have made good progress and where they still need work.

To work best, such an approach needs to be part of a comprehensive effort to ensure that parents know they can raise concerns at any point during the school year, not just at conference time. Soliciting and encouraging such parental input is not easy but is essential if there is to be a true collaboration between home and school.

This issue is, in the final analysis, grounded in difficult questions of the power imbalances in most schools, particularly along lines of race and class. Some schools have taken preliminary steps in trying to address this problem by hiring a parent organizer/liaison, or having a parent center, or forming a parent/teacher curriculum committee, or ensuring that principals welcome parental input rather than view it as yet another chore. In some districts, such as Rochester, NY, parents are involved in teacher evaluation; how well a teacher communicates with parents is specified as a part of the evaluation.

School Report Cards

Just as parents need to know how well their child is doing, communities have the right to know how well entire schools are performing. Sometimes, this happens in a rather distorted way: the local newspaper ranks schools based on a single standardized test or battery of tests. Beyond the cold hard number, there is little analysis of how or why some schools are performing differently — or even if the test is a valid measure of student achievement. Equally troubling, a school's performance often tells more about the income level of the students' families than the quality of teaching and learning at the school.

In the last few years, a growing number of schools have issued "school report cards" — in fact, over two-third of states now require such report cards, and many are posted on web sites.

School report cards generally go beyond a listing of test scores, although that data is included. Other information in the report, depending on the state or district, can include attendance, average grade point, the number of Advanced Placement courses, discipline issues such as suspension rates, parental involvement, types of assessment (such as whether performance exams are required in certain subjects) and their results,

school mission and governance structure, and so forth. The information is sometimes broken down by race, gender, socio-economic status, first language, and other important categories, in order to show how well schools are serving students from diverse backgrounds.

While such report cards are superior to a simple listing of test scores, there are important cautions: in particular, data can be omitted or manipulated. Some high schools, for example, have a policy of dropping students from a class if they have more than three unexcused absences. As a result, the grade point average in that class can be artificially high because only a select group of students is included. Also, if the primary data on student learning is from standardized test scores, as is often the case, then parents will have too little information.

Overall, school report cards need to reflect a much richer view of student learning, such as can be found in portfolios and exhibitions. In fact, rather than just a "report card," some schools have begun to develop school-level portfolios. Other schools and outside people can evaluate the school by looking at portfolios and by visiting the school.

School Quality Review Teams

Because student success is intimately related to the culture of learning in an entire school, one valuable assessment, known as the "School Quality Review Team," focuses on school-wide issues.

Teams of trained educators and community members visit schools, usually for up to a week. The teams observe classrooms, follow students, examine the curriculum, and interview parents and teachers. Based on their observations, they write up a formal report, with specific recommendations for improvement.

This approach, modeled on a century-old system in England, has been adopted in a few states, including New York and Rhode Island. A growing number of schools in Boston use review teams.

To be most effective, the team's recommendations need to be distributed to and acted upon by both teachers and parents — which often requires additional time and resources. Another shortcoming in this approach is that the team often reviews a school based on its self-described mission; if the mission is weak or inadequate, this might not be noted in the final report.

It Won't Be Easy

Adopting these alternatives isn't easy — old ways of doing things are always more comfortable and familiar. Here are some of the most common pitfalls:

- Assuming one can muster the political clout to change the growing emphasis on high stakes standardized tests, most alternatives take time to develop. Because most are implemented while existing standardized tests continue, teachers are being asked to do more and more assessing — but not given any more time to do so. One more task is added to an already filled day. Sometimes, that in and of itself causes teacher opposition.

- If such assessments are to provide a true alternative, it's essential that a broad array of parents and staff be involved. Otherwise, both parents and teachers feel that, once again, someone else is telling them how to raise their child or how to teach.

- Many of these alternative assessments are new to just about everyone involved: policy-makers, students, teachers and parents. There needs to be thorough discussions of the pros and cons of various assessments, and clear understanding of the purpose of any particular assessment. While conservatives often decry the "status quo" mentality of teachers and schools, on the testing issue it is the conservatives who are refusing to "think outside the box" and are relying on traditional, and flawed, methods of standardized testing.

- Such assessments take more work, more time, and more resources.

- Any assessment is prone to problems of inequity, inadequacy, and subjectivity. Recognizing, and counteracting, these problems is essential.

Finally, it cannot be stated too often: the primary purpose of assessment is to improve the quality of teaching and to help students learn better. If the focus is not on student learning, it's misplaced.

District and state officials have the right and responsibility to require schools to provide evidence that all students are learning, but such requirements must not be allowed to control all aspects of schooling. Students and teachers need time to explore their interests, to pursue matters in depth, to develop qualities of thinking and working. In fact, a really good accountability and assessment system will tell parents and the public that these, too, are part of education.

Excerpt from "You Can Disrupt the Status Quo" by Cornelius Minor

The hard part of knowing that oppression lives in systems too is understanding that systems don't change just because we identify them; they change because we disrupt them. This is a choice. Change is intentional. Allowing the system to run as it always has is also a choice—one that denies many students access to the opportunities we have pledged our careers to creating.

Many of us look at these systems. We see their magnitude, and we question our ability to create any kind of real change. From where I teach, there are so many systems I cannot influence yet. What impact can I make on residential and school segregation? How can I ensure equitable access to grade-level curriculum for my students with disabilities? How do I challenge antiquated grading systems, exclusive school discipline codes, or the unhealthy fixation on assessment? This has led me to ask, "What are the systems that I can influence right now?"

The answer: the ones that govern my classroom. For me, that disruption starts with these actions:
- Question the rules, policies, procedures, practices, and customs that define my classroom culture.
- Identify any groups in my classroom that consistently benefit less from the way things are.
- Change the way I do school so that the kids who belong to those groups have more opportunities to succeed.

To many of us, the culture of our schools or of our classrooms is invisible. It just is. It's how things are…how they have always been. Some of us know classroom culture to be how we greet each other or how we line up for recess or how we share a snack—the rituals….If we want to ensure that all kids benefit from the way that we choose to do school, we must realize that culture is not naturally occurring. We make it. Or it is thrust upon us. Either way, culture IS visible and large and if we are not careful, our classroom and school culture can work to silence, exclude, and oppress children. Classroom culture can be easier to see and work on if we as a few illuminating questions first…

(See sample *Questions*, *Thinking about the Kids in My Classroom* template, and *Things I can Try* template…)

Status quo leaves too many of our children at the margins. I am not OK with suspension rates or dropout rates or literacy rates or employment levels. Save for an amazing and talented few, the people in power now look exactly like the people in power two hundred years ago. Education has done very little to shift power or distribute it evenly…When considering if I am doing the right thing, I've first got to define what the right thing is. To me, *the right things* is any practice that gives children greater access to literacy, to math, to the arts, to science. To power.

In the context of the classroom, all I have to do is to think about the number of kids that had productive access to classwork or to conversations or to teaching and learning before I made a structural change. Then I think about the number of kids that have productive access after I have tried a new thing. If my new thing includes more children and engages them productively, then my new thing was the right thing.

You will make mistakes while on this path. I make them often, and I make them publicly. You will too. There will always be people who have lots to say about your thinking and your doing. I love inviting those people to

the process. The only thing better than one practitioner working toward more inclusive practices is a whole community working toward greater inclusivity.

Anytime an operating system—like a school or a curriculum—consistently fails a specific subset of people, there is not something wrong with the people (in this case, children). There is something wrong with the system—the institution or the curriculum.

The Question	What This Question Illuminates
What specific things does a child have to do each day to be successful in this class? (I list them. I might even group them: habits, behaviors, academic skills, etc.) How is this communicated to children? How often? What structures exist to help them to do these things consistently?	This shows the specific criteria for success in my classroom. In many classrooms, kids aren't clear on what they have to do to be successful beyond "Do your work" and "Don't make the teacher mad." Thinking about this ahead of time gives children more control over their success.
In order to do those things, what do they have to know? Where are those things taught? How frequently do I give kids an opportunity to practice those understandings?	These questions help me to make sure that I'm always giving kids consistent access to opportunities to be successful. In many classrooms, if a kid does not invest in our classroom culture early, by learning its structures in August or September, it's hard for them to catch up. Thinking through this helps me ensure there is always an opportunity for kids to invest in classroom culture.
Of the things that children have to do to be successful, which among them mirror the kinds of things they already do as members of their unique communities or groups? Are these things named in class?	I want to be able to name the powerful things that children know how to do already. Kids bring great insight with them to the classroom, and these questions allow me to consider that insight and to think about how I might show how that insight can have in-school benefits too. This kind of transference—what you know and do in life has school benefits too—is powerful and important.
What are some ways I can make connections or parallels between in-class success criteria and the things that they already do to be successful in their lives outside of school?	Sometimes the things we value in the classroom are at odds with the things that children value outside of it. They do not have to be. Thinking about the work that kids are already doing in their families or in their neighborhoods helps me to make sure that the work I'm doing in my classroom supports the kind of lives kids want to lead outside of it.
Is there anything that might prevent any of my kids from regularly doing the things that lead to in-class success? How can I reimagine my success criteria so that all my children are included?	If I construct a vision for success and a kid's economic status, race, gender, religion, or disability stands in the way of that success, then my classroom vision is exclusive and damaging to children. These questions position me to think and work in a way that is as inclusive as possible.
To help with reimagining what in-class success can look like, what are all the different ways that children can do each thing? Is there a particular way or method that a kid cannot use? Why is that particular method excluded?	These questions help me to keep my mind open to possibility. Success is not limited to my vision of it. I want to be able to imagine classroom success expressing itself in lots of different ways and to create the space for kids to pursue it in a way that feels authentic to them.

May

Balance lead and solo teaching this month. Resident develops and implements lesson plans for at least four days of solo instruction (not necessarily consecutive). The resident leads the planning and instruction of a lesson, taking the lead in preparing all materials and fully leading all instructional activities. The resident should plan without reliance on MT resources, plans, or materials, unless the MT requires specific materials be used. This format should utilize the one teach-one observe model. Resident must submit either UBTR short-form lesson plans OR an MT-approved lesson template at least 48 hours in advance of any solo lesson to receive MT feedback and approval. If a lesson plan is not submitted at least 48 hours in advance, SOLO teaching cannot be permitted by the MT. (Failure to complete required solo teaching may jeopardize on-time completion of Supervised Teaching II.) Elementary-Residents 4 days should include planning for all subjects/blocks.   MS/HS - Residents should solo teach for at least 4 days (up to 3 preps/day). Resident leads the design of a project or series of tasks that reflect new strategies, methods, or approaches (not typically used by MTs and not previously used during the year). The project or tasks should be designed to specifically/explicitly infuse culturally, linguistically responsive-sustaining practices and/or iSEL.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 Non-Classroom Day - Coursework Completion	6 Non-Classroom Day Last Day of UB Spring Session Action Research 10am-12pm + Field Seminar-12:30-3 (GOATbook Tools due & Anchor). NYS Math Testing	7 NYS Math Testing	8 NYS Math Testing UB Finals	9 NYS Math Testing UB Finals	10
11	12 UB Finals	13 Non-Classroom Day CEC Meetings UB Finals Complete TPA (revised artifacts & rationale + NEW Executive Summary) due	14 UB Finals BPS Student Early Release, report and stay with MT full day	15 UB Finals BPS Superintendent Day /Scoring, report and stay with MT full day	16 Non-Classroom Day Commencement	17
18	19	20 Non-Classroom Day Rounds	21 Non-BPS Virtual MT Meet Up 9:00-10:15	22	23 {Sub Eligible}	24
25	26 Districts & UB Off - Memorial Day	27 Non-Classroom Day Field Seminar - 12:30-3 (Anchor + Video Wrap-Up) UB Summer Session Begins	28 MT STAR Assessment #3 Due	29 BPS-only MT Meet Up 8:30-10:30	30	31

ATTENDANCE

 # Classroom-Based Instructional or PD Days: 14

 # Sub-eligible Days: 1

 # Absences: ____

 # Latenesses: ____

RESIDENT ACTIVITIES

Planning- Submissions to Program:
Long-form lesson to accompany STAR #3

Planning- Submissions to MT:
All plans for solo teaching - using either the UBTR short-form or MT-approved template. These lessons will be submitted to your MT only.

Question(s) to Ask My Advisor:

_____

_____

_____

Major Coursework Assignments/Other:

_____

_____

_____

GRADUAL RELEASE
TEACHING EXPECTATIONS

Balance lead and solo teaching this month. Resident develops and implements lesson plans for at least four days of solo instruction (not necessarily consecutive). The resident leads the planning and instruction of a lesson, taking the lead in preparing all materials and fully leading all instructional activities. The resident should plan without reliance on MT resources, plans, or materials, unless the MT requires specific materials be used. This format should utilize the one teach-one observe model. Resident must submit either UBTR short-form lesson plans OR an MT-approved lesson template at least 48 hours in advance of any solo lesson to receive MT feedback and approval. If a lesson plan is not submitted at least 48 hours in advance, SOLO teaching cannot be permitted by the MT. (Failure to complete required solo teaching may jeopardize on-time completion of Supervised Teaching II.) Elementary-Residents 4 days should include planning for all subjects/blocks. MS/HS - Residents should solo teach for at least 4 days (up to 3 preps/day). Resident leads the design of a project or series of tasks that reflect new strategies, methods, or approaches (not typically used by MTs and not previously used during the year). The project or tasks should be designed to specifically/explicitly infuse culturally, linguistically responsive-sustaining practices and/or iSEL.

Lead Teaching: To be determined collaboratively with the mentor teacher on days when not engaged in solo teaching.

Solo Teaching: At least 4 days

Recommended Co-teaching Strategies:
This month should be primarily solo teaching, one-teach-one-observe, one-teach-one assist, or parallel.

COLLABORATIVE ACTIVITIES

Co-planning: Design & implement an inquiry, project, or problem-based learning activity in your classroom OR Develop a project or series of tasks that reflect new strategies, methods, or approaches (not typically used by MTs and not previously used during the year). Weekly co-planning and review of daily lesson plans.

Co-reflection & feedback: Set two dates (with specific times) in May where you'll complete the CALs together; Engage in ongoing-daily (or at least weekly)- debriefs and feedback.

Clinical Experience Coach (CEC) Activities: STAR #3 cycle begins (pre-observation, observation, post-observation); Informal visits with Selective Scripting based on areas of identified need

GOATbook Share Date: Tues., 6/3

MENTOR ONLY ACTIVITIES

General: Complete a STAR assessment cycle.

NTC Coaching Tools:
Complete **2 CALs** with resident
Complete **2 Selective Scriptings** (for 2 of the resident's solo lessons)
Please give these completed coaching tools to your resident, so that they can submit them in person on 6/3

Virtual Mentor Meet Up:
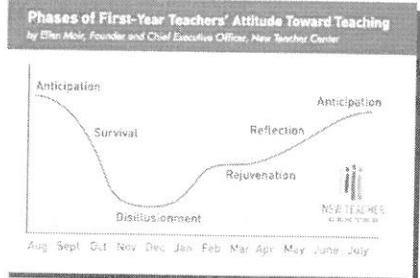Non-BPS Mentors Only, Wed., 5/21, 9:00-10:15

Mentor Meet Up:
BPS Mentors Only, Thurs., 5/29, 8:30-10:30am

5/28 - STAR Assessment # 3 Due

Question(s) to Ask the UBTR Program Team:

_____

_____

_____

_____

Something to Consider:

Phases of First-Year Teachers' Attitude Toward Teaching
by Ellen Moir, Founder and Chief Executive Officer, New Teacher Center

FORMATIVE ASSESSMENT TOOL: INSTRUCTIONAL COACHING

NEW
TEACHER
CENTER

COLLABORATIVE ASSESSMENT LOG

Name or Group: _____

Coach: _____ Date: _____

Grade Level/Subject Area: _____

Professional Goal(s): _____

Teaching Standard Focus: _____

✚ **What's Working?** (How do you know? Cite evidence of instructional decisions and student learning when applicable.)

▲ **Current Focus—Challenges—Concerns:**

Teacher/Group Next Steps:

Coach Next Steps:

What aspects of our work together provide the most support and impact on your practice? What would support you going forward?

Next meeting date: _____ Focus: _____

NEW
TEACHER
CENTER

FORMATIVE ASSESSMENT TOOL: INSTRUCTIONAL COACHING

COLLABORATIVE ASSESSMENT LOG

Name or Group: _____   Coach: _____

Grade Level/Subject Area: _____   Date: _____

Professional Goal(s): _____

Teaching Standard Focus: _____

+ What's Working? (*How do you know? Cite evidence of instructional decisions and student learning when applicable.*)

▲ Current Focus—Challenges—Concerns:

Teacher/Group Next Steps:

Coach Next Steps:

What aspects of our work together provide the most support and impact on your practice? What would support you going forward?

Next meeting date: _____   Focus: _____

FORMATIVE ASSESSMENT TOOL

SELECTIVE SCRIPTING

Name: _____   Observer: _____

Grade Level/Subject Area: _____   Date: _____

Lesson Topic: _____   Teaching Standard: _____

Observation Focus: _____   Content Standard: _____

Time	Teacher	Students

Code:

NEW TEACHER CENTER

SELECTIVE SCRIPTING

Name: _____ Observer: _____

Grade Level/Subject Area: _____ Date: _____

Lesson Topic: _____ Teaching Standard: _____

Observation Focus: _____ Content Standard: _____

Time	Teacher	Students

Code:

May - Notes to Teachers

Note to Educators: Hope Required When Growing Roses in Concrete

JEFFREY M. R. DUNCAN-ANDRADE
San Francisco State University

In this essay, Jeff Duncan-Andrade explores the concept of hope, which was central to the Obama campaign, as essential for nurturing urban youth. He first identifies three forms of "false hope"—hokey hope, mythical hope, and hope deferred—pervasive in and peddled by many urban schools. Discussion of these false hopes then gives way to Duncan-Andrade's conception of "critical hope," explained through the description of three necessary elements of educational practice that produce and sustain true hope. Through the voices of young people and their teachers, and the invocation of powerful metaphor and imagery, Duncan-Andrade proclaims critical hope's significance for an education that relieves undeserved suffering in communities.

> The idea that hope alone will transform the world, and action undertaken in that kind of naïveté, is an excellent route to hopelessness, pessimism, and fatalism. But the attempt to do without hope, in the struggle to improve the world, as if that struggle could be reduced to calculated acts alone, or a purely scientific approach, is a frivolous illusion. (Freire, 1997, p. 8)

Barack Obama's presidential campaign positioned him as the leader who could help restore hope to the nation. Drawing heavily from his widely read memoir *The Audacity of Hope* (2006), the campaign used hope as a core principle around which Obama laid out his vision for "reclaiming the American dream." However, Obama was not the first to use a framework of hope to generate social movement. Historically, hope has been a theme in the lives and movements of the poor and dispossessed in the United States. During the civil rights era, as well as other key historical moments of social change, the nation's hope connected moral outrage to action aimed at resolving undeserved suffering.

In the past three decades, however, there has been an assault on hope, particularly in our nation's urban centers. This attack has taken place on numerous fronts, including disinvestment in schools and overinvestment in a prison

industrial complex. Such policies have eroded true hope and given rise to false hope, a reactionary distortion of the radical premise of hope. Therefore, this essay begins by cautioning educators against three types of false hope often promulgated in urban schools: hokey hope, mythical hope, and hope deferred.

The second half of this essay attends to the work of educators in rebuilding the critical hope that has been worn down in our communities. Such educators deliver us from false hope by teaching in ways that connect the moral outrage of young people to actions that relieve the undeserved suffering in their communities. The spread of this kind of educational practice in our schools adds to hopefulness because it develops a transgenerational capacity for long-term, sustainable, critical hope in communities. Brazilian critical educator Paulo Freire (1997) described this kind of hope as an "ontological need," especially in the lives and the pedagogy of educators working in communities where forms of social misery seem to have taken up permanent residence. And so, on the heels of a hope-filled, history-making election that comes sixteen years into my calling as an urban schoolteacher, I also wish to share some reflections on three elements of educational practice that can build and sustain critical hope in urban schools.

Enemies of Hope

Hokey Hope

Optimism, Cornel West (2004) argues, "adopts the role of the spectator who surveys the evidence in order to infer that things are going to get better" (p. 296), even when the evidence does not warrant such a conclusion. This *hokey hope* is peddled in urban schools all the time. It is akin to what Martin Luther King Jr. (1963) referred to as "the tranquilizing drug of gradualism" (para. 5): an individualistic up-by-your-bootstraps hyperbole that suggests if urban youth just work hard, pay attention, and play by the rules, then they will go to college and live out the "American dream." I do not condemn this false hope because I doubt the importance of time and hard work for creating change. Rather, this hope is "hokey" because it ignores the laundry list of inequities that impact the lives of urban youth long before they get to the under-resourced schools that reinforce an uneven playing field.

Angela Valenzuela's *Subtractive Schooling* (1999) provides a profound examination of how hokey hope is manifested in Seguin High School, a predominantly Latino school in Texas. She argues that Seguin is indicative of a national culture of ineffective schools that is "structured around an *aesthetic* caring whose essence lies in an attention to things and ideas" (p. 22). Relationships between school officials and students become pragmatic, the teaching and learning process is strained, and an "impersonal and objective language, including such terms as goals, strategies, and standardized curricula, is used in decisions made by one group for another" (p. 22). This leads to a culture

of false caring, one in which the more powerful members of the relationship define themselves as caring despite the fact that the recipients of their so-called caring do not perceive it as such. Valenzuela's aesthetically caring teachers drew heavily from the work-ethic rhetoric to describe "good" students and doled out care in proportion to students' willingness to be accommodating of an unjust society and an unequal school.

Ultimately, hokey hope projects some kind of multicultural, middle-class opportunity structure that is inaccessible to the overwhelming majority of working-class, urban youth of color. This, in turn, largely delegitimizes the pain that urban youth experience as a result of a persistently unequal society. It is a false hope informed by privilege and rooted in the optimism of the spectator who needs not suffer—a "let them eat cake" utterance that reveals a fundamental incomprehension of suffering.

Mythical Hope

Obama's election has the potential to contribute to *mythical hope*, what Roland Barthes (1972) might have described as a false narrative of equal opportunity emptied of its historical and political contingencies. The significance of the election of a black man as the president of this country is undeniable, especially given our past and present national failure to meet the challenge of racial equality. But immediately after an election that few would have predicted, the overstatement of its significance began; it became naturalized as the consequence of a fictitious color-blind society. In John McCain's (2008) concession speech, after referencing the white rage that followed Booker T. Washington's dinner with President Theodore Roosevelt at the White House in 1901, McCain proclaimed:

> America today is a world away from the cruel and prideful bigotry of that time. There is no better evidence of this than the election of an African American to the presidency of the United States. Let there be no reason now for any American to fail to cherish their citizenship in this, the greatest nation on Earth. (para. 6)

McCain's insinuation that this election signifies the "end of racism" (D'Souza, 1995) is mythmaking. His statement ignores the fact that people of color trail their white counterparts on virtually every indicator of social, political, and economic well-being. Educators must not use Obama's election as evidence that we have emerged victorious in our battle with racism or with any of the oppressions (classism, patriarchy, xenophobia, homophobia) that continue to cripple our society. Obama (2006) himself preempted this argument by pointing out:

> To say that we are one people is not to suggest that race no longer matters. . . . To suggest that our racial attitudes play no part in . . . disparities is to turn a blind eye to both our history and our experience—and to relieve ourselves of the responsibility to make things right. (pp. 232–233)

Perhaps this is why West (2008) describes Obama's election as sitting precariously between an example of the American dream coming true and "the grand exhaustion of the dream built on the success of any one individual" (pp. 58–59). Educators must understand that Obama's election gives us "hope on a tightrope," because a single event cannot, by itself, provide the healing and long-term sustenance required to maintain hope amid conditions of suffering. Obama's election *is* change, and he may even give us some reason to be hopeful. Time will tell. But he neither embodies nor can he produce a fundamental departure from the inequities our children experience in the classroom. No president, no policy, and no program can do this for us. To claim otherwise is to peddle a mythical hope.

Mythical hope is a profoundly ahistorical and depoliticized denial of suffering that is rooted in celebrating individual exceptions. These individuals are used to construct a myth of meritocracy that simultaneously fetishizes them as objects of that myth. Ultimately, mythical hope depends on luck and the law of averages to produce individual exceptions to the tyranny of injustice, and thus it denies the legitimacy of the suffering of the oppressed. Educators must avoid the trap of overstating the significance of Obama's election for teaching and learning in urban schools, because, at the end of the day, we are the ones who create classrooms that instill in our young people the "audacity to hope" (Wright, 1990).

Hope Deferred

Hope deferred, constructed on a progressive politics of despair, is a common justification for poor teaching. It hides behind misinterpretations of research that connect the material conditions of poverty to the constraints placed on schools. Many teachers feel overwhelmed by the challenges urban youth face in their lives and consider themselves ill-equipped to respond with a pedagogy that will develop hope in the face of such daunting hardships. They are liberal-minded enough to avoid "blaming the victim," turning instead to blaming the economy, the violence in society, the lack of social services, the "system." These teachers have a critique of social inequality but cannot manifest this critique in any kind of transformative pedagogical project (Solórzano & Delgado-Bernal, 2001). They "hope" for change in its most deferred forms: either a collective utopia of a future reformed society or, more often, the individual student's future ascent to the middle class.

However, according to S. Leonard Syme (2004), professor emeritus at the University of California, Berkeley School of Public Health, hope should be thought of as "control of destiny" (p. 3), an actively present sense of agency to manage the immediate stressors in one's daily life. He argues that recent research into the importance of hope for life outcomes is a "major breakthrough in thinking" for scholars in public health and epidemiology (p. 3). Syme attributes the genesis of this breakthrough to the groundbreaking Whitehall studies, which led to revelations that the distribution of "virtually every

disease in every industrialized country in the world" (p. 3) was remarkably well-correlated with social class. For a growing number of scholars, the most likely explanation for the unequal distribution of health is the unequal distribution of hope along the social gradient.

At the bottom of this social gradient, where urban youth are positioned, this "control of destiny" is almost nonexistent. David Williams, of the Harvard School of Public Health, argues that this results in the

> accumulation of multiple negative stressors, and it's so many of them it's as if someone is being hit from every single side. And, it's not only that they are dealing with a lot of stress, [it's that] they have few resources to cope. (Adelman, 2008)

The exposure to chronic stress associated with living in these types of "socially toxic environments" (Garbarino, 1995) is now thought of as one of the most—if not *the* most—significant contributors to poor health. This research helps us understand that many of the health problems plaguing poor communities result from "unnatural causes" (Adelman, 2008), confirming what we have known intuitively for years: inequality *is* making us sick.

The implications of chronic stress for teaching and learning are profound. Consider Abraham Maslow's (1943) hierarchy of needs, which defined a person's primary human needs (food, clothing, shelter, and safety) as prerequisites for pursuing needs higher up on the scale (such as education). When we connect the dots between Maslow's framework and the latest research on inequality, a serious dilemma is revealed for urban youth whose exposure to unremitting stressors leaves most, sometimes all, of their primary human needs under constant attack. When we are unwilling to confront these harsh realities of social inequality with our pedagogy—to cultivate their "control of destiny"—all we have left to offer youth is hope deferred. This offer comes when we ask our students to set their sights on some temporally distant (and highly unlikely) future well-being. There is nothing wrong with setting long-term goals with students, but hope deferred advocates that students take a path that the educator is unwilling to help them find. This student path is almost always individualistic in nature and requires a level of sacrifice that most teachers themselves are loath to make. Eventually students come to perceive a significant gap between their most pressing needs and the education we offer them. When they figure out that the teacher is unwilling and/or unable to close this gap, their hope is deferred. And just as Martin Luther King Jr. foretold of justice, hope too long deferred is hope denied.

Critical Hope: The Enemy of Hopelessness

On the flipside of these false hopes lies critical hope, which rejects the despair of hopelessness and the false hopes of "cheap American optimism" (West, 2008, p. 41). Critical hope demands a committed and active struggle "against

the evidence in order to change the deadly tides of wealth inequality, group xenophobia, and personal despair" (West, 2004, pp. 296–297). There are three elements of critical hope: material, Socratic, and audacious. Unlike the forms of false hope, which can operate independent of one another, these three elements of critical hope must operate holistically and, in fact, are mutually constitutive. I have wrestled them apart only for the purpose of analytic convenience.

Tupac Shakur (1999) referred to young people who emerge in defiance of socially toxic environments as the "roses that grow from concrete." Concrete is one of the worst imaginable surfaces in which to grow, devoid of essential nutrients and frequently contaminated by pollutants. Any growth in such an environment is painful because all of the basic requirements for healthy development (sun, water, and nutrient-rich soil) must be hard-won. The ability to control, in a material way, the litany of social stressors that result from growing up in concrete is nearly impossible for urban youth. Educators committed to *material hope* engage their work by tempering this reality with the acknowledgment that there are always cracks in concrete. The quality of our teaching, along with the resources and networks we connect our students to, are those cracks. They do not create an ideal environment for growth, but they afford some leaking in of sunlight, water, and other resources that provide the material justification to hope. The courage to pursue the painful path of bursting through those jagged cracks in the concrete is what I call *Socratic hope*. The solidarity to share in others' suffering, to sacrifice self so that other roses may bloom, to collectively struggle to replace the concrete completely with a rose garden is what I call *audacious hope*. The following sections discuss each of these elements in turn.

Material Hope

Material hope is one element of the critical hope that teachers can cultivate in their students, and it comes from the sense of control young people have when they are given the resources to "deal with the forces that affect their lives" (Syme, 2004, p. 3). It seems like a simple point, but teachers who want to build material hope must understand that quality teaching is the most significant "material" resource they have to offer youth. The best of the research in our field defines "quality" in teaching by our ability to produce student growth across assessment measures (grades, social development, test scores, student engagement, etc.). To accomplish this, we have to bust the false binary that suggests we must choose between an academically rigorous pedagogy and one geared toward social justice. An English teacher participating in my three-year study of successful urban educators in Los Angeles put it this way:

> Terms are not difficult to teach. The question, really, is will you take the time to make the things you teach relevant to students? The terms I teach are present in students' lives every day. But most people try to teach them strictly by using text-

books, worksheets, or the literature. I teach them using life and then it's much easier for students to connect them to what they are reading.[1]

The most effective urban educators, in every discipline at every grade level, connect the academic rigor of content areas with their students' lives (Duncan-Andrade, 2007). If we are serious about giving our children hope, we must reflect on how to connect our pedagogy to the harsh realities of poor, urban communities. An e-mail to me from Ms. Truth, a fourth-grade teacher in Los Angeles, reveals the magnitude of this undertaking:

> Today was an almost unbearably sad day at school. According to my students (all of which were SOBBING) two young men were sitting in a car yesterday afternoon. Some men in a car rolled up, got out and shot one in the eye (his head exploded) there was a 3-month old in the back seat (she was left "unharmed") the other got out and ran (they call him "baby" Marcus) the guys ran after him and shot him in the back and then more when he fell. . . . The nephew of one is in my class, the brother of the other is in Mr. [Randall's] class. This is a close community so word spread pretty rapidly yesterday. For an hour and a half [this morning] the kids all just talked and cried. I felt ill-equipped to handle a crisis like this but, we got through it. . . . I said as little as possible. I cried with the kids, we all consoled each other, and others began sharing different stories of violence and loss. In the end, I did what I thought (and hope) was best, tried to empower them with the belief that they must work to become the warriors who combat the senseless violence and madness on the streets. . . . We're making cards, and going to send a little money to the families. The kids all seem to feel a little better. How would you handle this? It looks as if many teachers didn't say or do much. Feeling a bit weary today.

In most urban schools, there is no formal structure to prepare or support teachers to handle such tragic events. The result is that, as Ms. Truth mentions, most teachers avoid or ignore tragedies that take place in the community. But the effective teachers I have studied do not.

Ms. Truth's class collected over $100 for the family. She delivered the money, along with several cards expressing condolences, at the funeral of one of the murdered young men. Here, effective teaching included literally generating material resources, and in my research I have witnessed underpaid teachers providing laptops, housing, food, supplies, car rides, and links to legal and medical services. But, more importantly, an effective teacher is herself a *material* resource: an indispensable person who can connect schooling to the real, *material* conditions of urban life.

Socratic Hope

West (2001) describes "Socratic sensibility" as the understanding of both Socrates' statement that "the unexamined life is not worth living" and Malcolm X's extension that the "examined life is painful."[2] *Socratic hope* requires both teachers and students to painfully examine our lives and actions within

an unjust society and to share the sensibility that pain may pave the path to justice. In my research, effective educators teach Socratic hope by treating the righteous indignation in young people as a strength rather than something deserving of punishment; Freire (2004) called this a "pedagogy of indignation." The moments of despair and rage that urban youth feel are not only understandable, they are, as West (2004) proclaims, an "appropriate response to an absurd situation" (p. 295). He goes on to argue that youth

> are saying they want to see a sermon, not hear one. They want an example. They want to be able to perceive in palpable concrete form how these channels will allow them to vent their rage constructively and make sure that it will have an impact. (p. 296)

To show the sermon, rather than preach it, is the essence of Socratic hope.

Darnell, an eleventh-grade student of one of the effective teachers I have studied, explained that this type of teacher-student relationship forms as the result of pedagogy that prioritizes the humanization of students above all else:

> In [Mr. Lapu's] class we bonded because we all gave each other a chance to humanize ourselves and let us know each other's stories . . . [and] after that we looked at each other different. After I told my narrative, I humanized myself and then . . . they stopped looking at me as just a gang-banger and they started looking at me as a smart black man. I don't want you to acknowledge me as a gang-banger, which happened. I want you to acknowledge me as [Darnell]. He helped us humanize each other, and that's how it was.
>
> It was beautiful just knowing that my classmate that's sitting right next to me is fighting the same fight that I'm fighting. So, I got his back. That was beautiful, just knowing that we're going through the same shit. From the 'hood to school. When we walk to school, we gotta dodge a bullet like every day. That's your struggle? Well that's my struggle, too. Let's just handle this right here, so we don't gotta go through this four years from now. We felt comfortable that [Mr. Lapu] had our back, and that's just all it is.

Educators who foster this type of solidarity with and among students recognize the distinction between being liked and being loved by their students. As Ms. Truth explained, being liked comes from avoiding unpleasant situations, whereas being loved is often painful:

> Many of these teachers are so afraid that students won't like them if they discipline them that they end up letting students do things that they would never permit from their own children. They lower their standards and will take any old excuse from students for why they did not do their homework, or why they cannot sit still in class or do their work. Not me. You gotta work in my class. I can be unrelenting at times, probably even overbearing. Oh, I might give a student slack here or there, but most of the time I'm like, "go tell it to someone else because I'm not trying to hear that from you right now. We've got work to do."

For urban youth, their evaluation of which side of the loved-liked line an educator stands on is often based on whether we share the painful path with them: Do we make the self-sacrifices in our own lives that we are asking them to make? Do we engage in the Socratic process of painful scrutiny about these sacrifices? Do we have the capacity and commitment to support students when they struggle to apply that framework in their lives? Teachers who meet these challenges are beloved by students. The sacrifices they make and the solidarity it produces earn them the right to demand levels of commitment that often defy even the students' own notion of their capabilities. Teachers who fall short can be liked but not loved, and this means they are unable to push the limits of students' abilities; they cannot take them down the painful path.

With teachers I have studied, the move from liked to loved did not happen because of the demands they made of students. It happened because of the level of self-sacrifice, love, and support that accompanied those raised expectations. Sometimes this was simple encouragement, but many times it meant amplifying the material hope they were giving to students. This support took many forms: afterschool and weekend tutoring; countless meals and rides home; phone/text/email/instant messaging sessions; and endless prodding, cajoling, and all-around positive harassment. These additional investments of time and money clarified for students the idea that with raised expectations came the teacher's willingness to sacrifice in order to help students along the way.

The development of these trusting relationships also resulted in these teachers feeling indignant about student failure. They saw student failure as their own failure and, consequently, engaged in painful self-critique to determine more appropriate future actions. They never excused students from their responsibilities, and they never let themselves slip into despair—rather, the Socratic project contributed to their hope that they would be more successful next time.

Socrates said that "all great undertakings are risky, and, as they say, what is worth while is always difficult" (Plato, 2003, p. 220). As educators, we must take great risks and accept great challenges if we are going to be effective in urban schools. We must confront our failures and know that no matter what we do in our classrooms, there will still be forms of social misery that confront our students. This kind of self-reflection will be painful, but it is necessary all the same.

Audacious Hope

Our nation expends a good deal of effort trying to avoid what Carl Jung (1970) referred to as "legitimate suffering," or the pain of the human experience. The stockpiling of resources in privileged portions of the population so that they may be "immune" to suffering, while heaping the unnatural causes of socially toxic environments onto others, creates undeserved suffering while

simultaneously delegitimizing it. In the face of these conditions, critical hope is audacious in two ways. First, it boldly stands in solidarity with urban communities, sharing the burden of their undeserved suffering as a manifestation of a humanizing hope in our collective capacity for healing. Second, critical hope audaciously defies the dominant ideology of defense, entitlement, and preservation of privileged bodies at the expense of the policing, disposal, and dispossession of marginalized "others." We cannot treat our students as "other people's children" (Delpit, 1995)—their pain *is* our pain. False hope would have us believe in individualized notions of success and suffering, but audacious hope demands that we reconnect to the collective by struggling alongside one another, sharing in the victories *and* the pain. This solidarity is the essential ingredient for "radical healing" (Ginwright, 2009), and healing is an often-overlooked factor for improving achievement in urban schools.

This is the inescapable challenge before us as urban educators, and it is often misunderstood. Too many of us try to create classroom spaces that are safe from righteous rage, or, worse, we design plans to weed out children who display it. The question we should be grappling with is not how to manage students with these emotions, but how to help students channel them. The way I take on this challenge is by thinking about my classroom as a micro-ecosystem. Ecologists would tell me that to build a healthy micro-ecosystem, I need to understand the principle of interdependency—in short, that both pain and healing are transferable from person to person inside the classroom. They would also note that the classroom is not a closed micro-ecosystem; I should be aware of external toxins that will be carried into it. I have virtually no control over the array of social toxins to which my students are exposed in the meta-ecosystem of our society, but I can control how I respond to them in my classroom. This gives me, and my students, the audacity to hope.

The pain that our young people carry manifests itself in my classroom in a variety of ways. Sometimes it takes an obvious form like an outpouring of emotion, which might even be directed at me or another student. Usually that pain reveals itself more subtly, in the classic forms of depression (fatigue, sadness, or self-deprecation). In these moments, when a child can no longer contain the pain she feels, my response has the potential to add to it or to begin the healing process. We may think that if we send out the "disobedient" child, we have removed the pain from our system. It simply does not work that way. Rather, when we exclude a child, we introduce another social stressor into the micro-ecosystem. We rationalize the exclusion by telling ourselves that we have pulled a weed from the garden, allowing for a healthier environment for the other children to grow. This ignores the fact that every student in our classroom is part of a delicate balance built on interdependency. K. Wayne Yang, an urban science and math teacher for more than seventeen years, and one of the finest educators I have known in my career, put it this way: "All my students are indigenous to my classroom and therefore there are no weeds in my classroom."[3] From this perspective, the decision to remove a child, rather than to

heal her, is not only bad for the child but is also destructive to the social eco-system of the classroom.

I have been teaching long enough to know the enormity of this challenge, particularly because these moments almost always happen when I am convinced we are doing something of the utmost importance in the classroom. But then I think to myself, how did I get to a place where I am prioritizing lesson plans over healing a child in pain? This choice not only ignores my most basic sensibilities as a teacher, it also disregards years of research documenting the importance of self-esteem, trust, and hope as preconditions for positive educational outcomes. As educators we tend to seriously underestimate the impact our response has on the other students in the class. They are watching us when we interact with their peers. When we become frustrated and punish youth who manifest symptoms of righteous rage or social misery, we give way to legitimate doubts among other students about our capacity to meet their needs if they are ever in pain.

At the end of the day, effective teaching depends most heavily on one thing: deep and caring relationships. Herb Kohl (1995) describes "willed not learning" as the phenomenon by which students try *not* to learn from teachers who don't authentically care about them. The adage "students don't care what you know until they know that you care" is supported by numerous studies of effective educators (Akom, 2003; Delpit, 1995; Duncan-Andrade, 2007; Ladson-Billings, 1994). To provide the "authentic care" (Valenzuela, 1999) that students require from us as a precondition for learning from us, we must connect our indignation over all forms of oppression with an audacious hope that we can act to change them. Hokey hope would have us believe this change will not cost us anything. This kind of false hope is mendacious; it never acknowledges pain. Audacious hope stares down the painful path; and despite the overwhelming odds against us making it down that path to change, we make the journey again and again. There is no other choice. Acceptance of this fact allows us to find the courage and the commitment to cajole our students to join us on that journey. This makes us better people as it makes us better teachers, and it models for our students that the painful path *is* the hopeful path.

License to Hope Audaciously

Obama has given us license to reinsert hope into the mainstream educational discourse. He has called for a "radical transformation" of urban schools, placing emphasis on the "recruitment and training of transformative principals and more effective teachers" (Obama, 2006, p. 161). This will require serious attention to revamping teacher recruitment, credentialing, and support structures so that schools can attract, reward, and retain educators who come to the profession with demonstrated commitments to critical hope. Can we meet such a challenge? Only with a hard look at what hope really means in the lives of urban youth.

There is a well-documented changing of the guard taking place in teaching (NCTAF, 2003) as upward of one million new teachers, mostly in urban schools, will join the profession within this decade. This brings with it an unprecedented opportunity to swing the pendulum toward educational equity. We can, if we so desire, invest heavily in refocusing our efforts to recruit, train, and develop urban educators who are committed to shifting the tide in urban schools from despair to hope. Research in other fields identifies hope as one of the most promising responses to the conditions of urban inequality (Syme, 2004; Wilson, Minkler, Dasho, Wallerstein, & Martin, 2008), suggesting that hope has major implications for successful teaching (and for raising test scores). Educational research suggests that we can know what makes urban educators effective. We can name the characteristics of effective practice. We can link those characteristics to increases in engagement and achievement. If we fail to significantly invest in the support and development of these characteristics in this new wave of teachers, it will not be for lack of know-how but for the lack of determination to provide hope to all our young people.

The radical transformation that Obama is calling for will not occur unless we treat every classroom as having the potential to be a crack in the metaphorical concrete that creates unnatural causes in the lives of urban youth. For those of us who will be working alongside this next generation of teachers, we must purposefully nurture our students, colleagues, and ourselves through the cracks, knowing we will sustain the trauma of damaged petals along the way. It is essential that we understand these damaged petals as the attributes of indignation, tenacity, and audacity. They are *not* the social stressors we are trying to overcome, and they must not be misinterpreted as deficits in our students. We must implore our colleagues to recognize that our damaged petals, and those of our students, are not what need to be reformed out of us; they are what need to be celebrated about us. Each time we convey this—the true value of the painful path—we are building critical hope in the person next to us who wonders if they, too, can make it through the crack. Obama's campaign has had this galvanizing effect for some, enrapturing the nation with a level of hope that we have not seen for quite some time, particularly among young people. But for me the success of his campaign has been yet another reminder that I teach teachers and I teach the youth in my community because I hope, audaciously.

Notes

1. Unless otherwise noted, quotes from teachers and students are from interviews and conversations that took place during my study of exceptional teachers in Los Angeles between 2002 and 2005 (see Duncan-Andrade, 2007).
2. In his 2001 lecture, West credits Malcolm X with this statement. Socrates made this point in section 38A of Plato's *Apology of Socrates*.
3. I am indebted to Mr. Yang for our extensive conversations about the development of the ideas presented in this essay.

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June

Resident develops and implements lesson plans for at least eight days of instruction (not necessarily consecutive). Lessons should be solo taught, or primarily utilize one teach-one observe (preferred), one teach-one assist, or parallel teaching (as planned by the resident). Resident must submit either UBTR short-form lesson plans OR an MT-approved lesson template at least 48 hours in advance of any solo lesson to receive MT feedback and approval. If a lesson plan is not submitted at least 48 hours in advance, SOLO teaching cannot be permitted by the MT. (Failure to complete required solo teaching may jeopardize on-time completion of Supervised Teaching II.) EC/CH residents should be planning for at least 8 FULL days of instruction. MS/HS - Residents should solo teach for at least 8 days (up to 3 preps/day).

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
		GOATbook Tools Due	NYS Regents Exams		{Sub Eligible}	
8	9	10	11	12	13	14
MTs-iSEL Mod 5 due		NYS Regents Exams				
15	16	17	18	19	20	21
		NYS Regents Exams {Sub Eligible}	NYS Regents Exams	Districts & UB off Juneteenth Celebration	NYS Regents Exams	
22	23	24	25	26	27	28
	NYS Regents Exams	Non-Classroom Day NYS Regents Exams Field Seminar - 12:30-3 - June GOATBook Tools Due	NYS Regents Exams	Districts - Last Day for Students	Districts - Last Day Faculty	
29	30					
		For Returning Mentors- iSEL 2.0 Share & Celebration TBD				

ATTENDANCE

 # Classroom-Based Instructional or PD Days: 16

 # Sub-eligible Days: 2
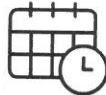
 # Absences: _____

 # Latenesses: _____

RESIDENT ACTIVITIES

Planning- Submissions to Program:
None

Planning- Submissions to MT:
All plans for solo teaching - using either the UBTR short-form or MT-approved template. These lessons will be submitted to your MT only.

Program Requirements: End-of-program surveys

Question(s) to Ask My Advisor:

_____

_____

_____

Major Coursework Assignments/Other:

_____

_____

_____

GRADUAL RELEASE
TEACHING EXPECTATIONS

Resident develops and implements lesson plans for at least eight days of instruction (not necessarily consecutive). Lessons should be solo taught, or primarily utilize one teach-one observe (preferred), one teach-one assist, or parallel teaching (as planned by the resident). Resident must submit either UBTR short-form lesson plans OR an MT-approved lesson template at least 48 hours in advance of any solo lesson to receive MT feedback and approval. If a lesson plan is not submitted at least 48 hours in advance, SOLO teaching cannot be permitted by the MT. (Failure to complete required solo teaching may jeopardize on-time completion of Supervised Teaching II.) EC/CH residents should be planning for at least 8 FULL days of instruction. MS/HS - Residents should solo teach for at least 8 days (up to 3 preps/day).

Lead Teaching: To be determined collaboratively with the mentor teacher on days when not engaged in solo teaching.

Solo Teaching: At least 8 days

Recommended Co-teaching Strategies:
This month should be primarily solo teaching, one-teach-one-observe, one-teach-one assist, or parallel.

COLLABORATIVE ACTIVITIES

Co-planning: Design & implement an inquiry, project, or problem-based learning activity in your classroom OR Develop a project or series of tasks that reflect new strategies, methods, or approaches (not typically used by MTs and not previously used during the year). Weekly co-planning and review of daily lesson plans.

Co-reflection & feedback: Set two dates (with specific times) in June where you'll complete the CALs together; Engage in ongoing-daily (or at least weekly)- debriefs and feedback.

Clinical Experience Coach (CEC) Activities: STAR #3 cycle completes (pre-observation, observation, post-observation); Informal visits with Selective Scripting based on areas of identified need

GOATbook Share Date: Tues., 6/24

MENTOR ONLY ACTIVITIES

General: Review the NYSUT Rubric with your resident and share your experiences with the APPR process.
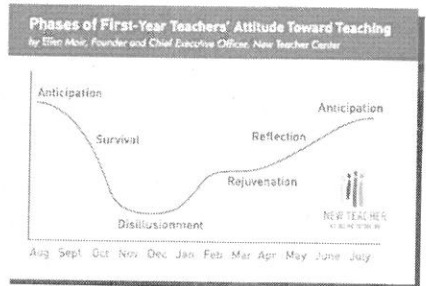
NTC Coaching Tools:
Complete **2 CALs** with resident
Complete **2 Selective Scriptings** (for 2 of the resident's solo lessons)
Please give these completed coaching tools to your resident, so that they can submit them in person on 6/24

By 6/16 - Use the NYSUT Rubric to evaluate a solo-taught lesson (as an administrator would observe a lesson for a teacher-of-record)

Question(s) to Ask the UBTR Program Team:

_____

_____

_____

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Something to Consider:

Phases of First-Year Teachers' Attitude Toward Teaching
by Ellen Moir, Founder and Chief Executive Officer, New Teacher Center

NEW TEACHER CENTER

COLLABORATIVE ASSESSMENT LOG

Name or Group: _____ Coach: _____ Date: _____

Grade Level/Subject Area: _____

Professional Goal(s): _____ Teaching Standard Focus: _____

+ What's Working? (How do you know? Cite evidence of instructional decisions and student learning when applicable.)

▲ Current Focus—Challenges—Concerns:

Teacher/Group Next Steps:

Coach Next Steps:

What aspects of our work together provide the most support and impact on your practice? What would support you going forward?

Next meeting date: _____ Focus: _____

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FORMATIVE ASSESSMENT TOOL: INSTRUCTIONAL COACHING

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FORMATIVE ASSESSMENT TOOL

SELECTIVE SCRIPTING

Name: _____   Observer: _____

Grade Level/Subject Area: _____   Date: _____

Lesson Topic: _____   Teaching Standard: _____

Observation Focus: _____   Content Standard: _____

Time	Teacher	Students

Code:

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FORMATIVE ASSESSMENT TOOL

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Standard 1: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.

*It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st Century Skills * include such skills as critical thinking, problem solving, creativity, collaboration, communication, information literacy, global and cultural awareness) in the planning and preparation of their lessons.*

Element I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

NYSED Indicators: *Demonstrates an understanding of the developmental characteristics of their students; create developmentally appropriate lessons that address student learning differences and needs; Teachers implement lessons and modify instruction based upon student developmental needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Demonstrates and plans using knowledge of developmental characteristics of their students.*	Teacher is unable to demonstrate in planning, the developmental characteristics of their students.	Teacher demonstrates in planning, some knowledge of the developmental characteristics of their students.	Teacher demonstrates in planning, an accurate knowledge of the typical developmental characteristics of their students, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of their students, and exceptions to the general patterns, teacher demonstrates in planning the extent to which individual students follow the general patterns.

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Element I.2: Teachers demonstrate research-based knowledge of learning and language acquisition theories and processes.

NYSED Indicators: *Design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student. Design lesson plans to include a variety of strategies that support the language acquisition needs of each student. Teachers explain their instructional decisions identifying research.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Uses strategies to support learning and language acquisition.*	Teacher designs lessons with few strategies that support student learning and language acquisition needs.	Teacher designs lessons to include some instructional strategies that support the learning and language acquisition needs of some students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of most students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student.
B.	*Uses research.*	Teacher is unable to identify research to plan or explain instructional decisions.	Teacher can identify research to plan but not explain instructional decisions.	Teacher can identify research to plan and explain instructional decisions.	Teacher can identify research to plan and explain instructional decisions and seeks out additional research to inform practice.

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Element 1.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

NYSED Indicators: *Vary and modify instruction to meet the diverse learning needs of each student. Create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Plans for student strengths, interests, experiences to meet diverse learning needs of each student.*	Teacher planning does not vary or modify instruction to meet diverse learning needs of students using student strengths, interests or experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of some students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of most students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of each student using student strengths, interests or experiences. Teacher plans for students to suggest ways in which instruction or lessons might be modified to advance their own learning and teacher acknowledges the suggestions.

Element 1.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

NYSED Indicators: *Communicate directly with each student's parents, guardians, and/or caregivers. Use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Communicates with parents, guardians, and/or caregivers.*	Teacher does not communicate directly with student's parents, guardians, and/or caregivers to enhance student learning and/or does not accommodate the communication needs of the family.	Teacher occasionally communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is occasionally modified to meet the needs of the family.	Teacher regularly communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is frequent and uses multiple modes of contact to accommodate the needs of the family.	Teacher communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Multiple modes of contact are used to accommodate the needs of the family. Students and parents/guardians initiate communication.

Element I.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

NYSED Indicators: *Incorporate a knowledge and understanding of the school community when planning and implementing instruction. Incorporate an understanding of their students' strengths and limitations and the environmental factors that influence their students' learning. Attend to individual students' personal and family experiences by incorporating multiple perspectives when discussing content.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Incorporates the knowledge of school community and environmental factors.*	Teacher does not incorporate knowledge and understanding of the school community when designing instruction.	Teacher incorporates general knowledge of the school community when planning instruction.	Teacher incorporates detailed and specific knowledge of the school community when planning instruction.	Teacher incorporates detailed and specific knowledge of the school community when planning instruction. Teacher continuously seeks additional information to impact instruction.
B.	*Attends to students personal and family experiences.*	Teacher does not consider students' personal and family experiences when planning delivery of instruction.	Teacher inappropriately considers students' personal and family experiences when planning instruction.	Teacher considers students' personal and family experiences when planning instruction.	Teacher considers students' personal and family experiences when planning instruction. Students offer their personal perspective as it relates to the content. The teacher incorporates those perspectives in planning.

Element I.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

NYSED Indicators: *Use technological tools and a variety of communication strategies to engage each student. Assist students to become knowledgeable and critical consumers and users of quality information.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Understands technological literacy and its impact on student learning.*	Teacher does not plan the use of available technological tools or a variety of communication strategies to engage students or assist them in becoming critical users of quality information.	Teacher plans the use of available technological tools and communication strategies to engage some students and/or to assist them in becoming critical users of quality information.	Teacher plans the use of available technological tools and communication strategies to engage most students, and to assist them in becoming critical users of quality information.	Teacher plans the use of available technological tools and communication strategies to engage each student. Students contribute to the variety of technological strategies used to engage them in their own learning and become critical users of quality information.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.
A teacher translates instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st Century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media.

Element II.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

NYSED Indicators: *Incorporate key concepts during instruction through the use of multiple representations and explanations. Engage students to use key disciplinary language with comprehension through instruction. Demonstrate the effective use of current developments in pedagogy and content. Design learning experiences that foster student understanding of key disciplinary themes. Demonstrate knowledge of the learning standards and their application throughout their instruction and practice.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Understands key discipline concepts, themes, learning standards and key disciplinary language.*	Teacher does not understand or use in planning the key discipline concepts, themes or learning standards and does not plan for students to use and comprehend key disciplinary language.	Teacher has a rudimentary understanding and use in planning of the key discipline concepts and/or themes and occasionally plans instruction that allows students to use and comprehend key disciplinary language.	Teacher understands and plans key discipline concepts and themes in the discipline and can relate them to one another. Teacher plans instruction that allows students to be cognitively engaged in their use and comprehension of key disciplinary language.	Teacher understands and purposefully plans key discipline concepts and themes in the discipline and how they relate within and outside of the discipline. Teacher plans instruction that allows students to be cognitively engaged in the use and comprehension of key disciplinary language in order to enrich learning experiences in the discipline.

	Indicators	Ineffective	Developing	Effective	Highly Effective
B.	*Uses developments in pedagogy and content.*	Teacher does not understand content-related pedagogy and is unable to identify research to explain planned instructional decisions.	Teacher has a limited understanding of content-related pedagogy and identifies limited or dated research to explain planned instructional decisions.	Teacher understands content-related pedagogy and identifies research to explain planned instructional decisions.	Teacher understands content-related pedagogy and identifies research to explain planned instructional decisions. Teacher seeks out new developments to enhance practice.

Element 11.2: 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.

NYSED Indicators: *Facilitate students' ability to develop diverse social and cultural perspectives. Incorporate perspectives from varied disciplines and use and model interdisciplinary skills in their instruction. Provide opportunities for students to engage in individual and collaborative critical thinking and problem solving. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration. Create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Incorporates diverse social and cultural perspectives.	Teacher does not plan instruction that facilitates students' ability to develop diverse social and cultural perspectives. Instruction is not aligned with 21st Century Skills*.	Teacher plans some instruction to facilitate students' ability to develop diverse social and cultural perspectives. Instruction may or may not be aligned with 21st Century Skills*.	Teacher plans most instruction to facilitate students' ability to develop diverse social and cultural perspectives. Teacher incorporates perspectives from a variety of disciplines and embeds interdisciplinary skills in instruction to align with Century Skills.	Teacher plans all instruction to facilitate students' ability to develop diverse social and cultural perspectives. The perspectives are connected to a sequence of learning both in the discipline and related disciplines and align with 21st Century Skills*.
B.	Incorporates individual and collaborative critical thinking and problem solving.	Teacher does not plan opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher plans occasional opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher plans frequent opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills*. The teacher models effective interpersonal skills.	Teacher plans on-going opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills*. The teacher models and encourages effective use of interpersonal skills to build student capacity for collaboration.

Element 11.3: Teachers use a broad range of instructional strategies to make subject matter accessible.

NYSED Indicators: *Design instruction that reflects the multiple experiences, strengths, and learning needs of students. Adapt instruction in response to various levels of student understanding. Make meaningful connections between content and students' life experiences. Create opportunities for students to engage in self-directed learning.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Designs self-directed learning experiences.	Teacher does not design learning experiences that engage students in self-directed learning.	Teacher designs limited learning experiences that engage students in self-directed learning.	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning.	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning. Teacher seeks student input from students in the design of such experiences.

Element II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

NYSED Indicators: *Design learning experiences that are aligned with learning standards. Articulate clear learning objectives that align with learning standards. Include opportunities for students to achieve learning goals in a variety of ways.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Articulates learning objectives/goals with learning standards.*	Teacher does not design learning experiences or articulate how objectives are aligned with standards and/or how students will achieve the learning goals.	Teacher designs learning experiences and articulate how some objectives are aligned with standards and has designed some opportunities for students to achieve the learning goals.	Teacher designs learning experiences and articulates how most objectives align with standards. Teacher includes several different opportunities for most students to achieve the learning goals.	Teacher designs all learning experiences and articulates how objectives are aligned with standards. Teacher includes several different opportunities for all students to achieve the learning goals. Students have opportunities to suggest additional ways in which to demonstrate their learning.

Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

NYSED Indicators: *Determine current levels of student understanding and knowledge of content through questioning techniques, discussion, and other methods. Address common misconceptions in the content area through instructional methods. Design learning experiences that connect students' prior knowledge and instruction.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Designs instruction using current levels of student understanding.*	Teacher does not use students' responses to questions, discussion or other sources to determine student understanding and knowledge of content nor considers possible misconceptions when planning instruction.	Teacher use of students' responses to questions, discussion or other sources is limited in determining student understanding and knowledge of content and may or may not consider common misconceptions when planning instruction.	Teacher use of students' responses to questions, discussion, and other sources is appropriate determines student understanding and knowledge of content and considers common misconceptions when planning instruction.	Teacher use of individual students' responses to questions, discussion, and other sources is appropriate to determine current levels of knowledge and understanding of content and routinely considers common misconceptions when planning instruction.
B.	*Designs learning experiences using prior knowledge.*	Teacher does not design learning experiences that connect students' prior content knowledge and student life experiences to new learning.	Teacher designs some learning experiences that connect prior content and student life experiences knowledge to new learning.	Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning within and across disciplines.	Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.

Element II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

NYSED Indicators: *Organize physical space to reflect an awareness of learner needs and curricular goals. Incorporate a knowledge and understanding of technology in their lessons to enhance student learning. Organize and effectively use time to achieve learning goals. Select and adapt curricular materials to align with state standards and meet diverse learning needs. Access appropriate resources to meet specific learning differences or needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Organizes time.	Teacher does not consider time allocations to achieve learning goals.	Teacher occasionally considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher frequently assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	Teacher always assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.
B.	Selects materials and resources.	Teacher is unaware of curricular materials and resources that align with student learning standards or is aware but chooses not to use or adapt materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher occasionally adapts materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher regularly adapts materials and resources to meet diverse learning needs.	Teacher selects a variety of curricular materials and resources that align with student learning standards. Teacher regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Effective instruction is the critical interactive work that teachers undertake when they bring complex content to life for students. Teachers design instruction to integrate content areas and weave together knowledge of students, content, assessment, and reflection in the instructional process. Teachers use available technologies to scaffold student learning. There is an emphasis on teacher facilitation and fostering student ownership, problem solving, inquiry, real-life connections and relevance. Teachers prepare students for the future by fostering creativity, critical thinking, communication, and collaboration.

Element III.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.

NYSED Indicators: *Align instruction to standards. Implement instruction proven to be effective in prior research. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Aligns instruction to standards.	Teacher does not implement learning experiences that are aligned with learning standards. Students are unaware of the learning objective(s).	Teacher implements some learning experiences that are aligned with learning standards. Students are aware of the learning objective(s), but may be unable to clearly convey/demonstrate the purpose of the learning experience.	Teacher implements most learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can convey/demonstrate how they relate to the learning experiences.	Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can clearly convey/demonstrate how they relate to the learning experiences.
B.	Engages students.	Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.

Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.

NYSED Indicators: *Students understand directions and procedures. Teachers use a variety of questioning techniques to advance student learning and reflection. Students' comments and questions are acknowledged and utilized to advance learning. Students understand lesson content through teachers' use of oral, written and graphic methods. Adjust communication in response to student needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Provides directions and procedures.	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.
B.	Uses questioning techniques to engage students.	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. Techniques result in few students having an opportunity to respond.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. Techniques result in some students having an opportunity to respond.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Techniques require most students to respond.	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate questions to advance their understanding.
C.	Responds to students.	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking.	Teacher responds to students' questions/comments. Responses challenge student thinking.	Teacher and students respond to students' questions/comments. Responses challenge all students' thinking.

	Indicators	Ineffective	Developing	Effective	Highly Effective
D.	Communicates content.	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains content or serious grammatical errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Content is accurate and grammatical errors are insignificant to student understanding. Graphic methods are used occasionally.	Teacher's spoken and written language is clear. Content and grammar are accurate. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is clear and expressive. Content and grammar are accurate. Various graphic methods are used regularly to enhance content understanding. Teacher supports students offering their own graphic representation of the content.

Element III.3: Teachers set high expectations and create challenging learning experiences for students.

NYSED Indicators: *Articulate high expectations for all students. Students have a clear understanding of measures of success. Teachers challenge and support all students by incorporating various instructional strategies, experiences and resources.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Articulates measures of success.*	Teacher does not articulate how success will be measured; students are unaware of the criteria for success.	Teacher articulates how success will be measured; students may be confused about the criteria for success.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.	Teacher articulates how success will be measured. Teacher and students analyze or create success criteria. Students can articulate how their success will be measured and have scoring criteria and exemplars as models.
B.	*Implements challenging learning experiences.*	Teacher is unable to articulate student expectations and does not challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher articulates low expectations for some students and attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.	Teacher articulates high expectations for most students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.	Teacher articulates high expectations for all students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources.

Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

NYSED Indicators: *Use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities in learning experiences.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Differentiates instruction.*	Teacher uses strategies that do not motivate and/or cognitively engage students and are not appropriate to students' instructional levels. Few students achieve the instructional outcomes.	Teacher uses only some differentiated strategies that motivate and cognitively engage students at their instructional levels, allowing some students to achieve the instructional outcomes	Teacher uses differentiated strategies that motivate and cognitively engage groups of students at their instructional levels, allowing students to achieve the instructional outcomes.	Teacher uses differentiated strategies that motivate and cognitively engage each student at their instructional level, allowing all students to achieve the instructional outcomes. Teacher supports students' suggestions of strategies that will help them demonstrate their own learning.

Element III.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

NYSED Indicators: *Students synthesize and express ideas both in written and oral formats. Students work effectively with others, including those from diverse groups and with opposing points of view. Students make decisions, solve problems, and take actions as appropriate.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.*	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides frequent opportunities in written and oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*. Students initiate collaborative, problem-solving opportunities and ensure that all voices and ideas are heard.

Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

NYSED Indicators: *Utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. Seek and provide feedback during and after instruction. Adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Uses formative assessment to monitor and adjust pacing.*	Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results.	Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.
B.	*Provides feedback during and after instruction.*	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students use the feedback to advance their own learning.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

The classroom environment is a critical aspect of a teacher's skill in promoting learning. Students can't concentrate on academic content if they don't feel comfortable in the classroom. If the atmosphere is negative, if students fear ridicule, if the environment is chaotic, no one – neither students nor teacher – can focus on learning. Teachers who excel in Standard 4 create an atmosphere of excitement about the importance of learning and the significance of the content. Skills in Standard 4 are demonstrated through classroom interactions and observations.

Element IV.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

NYSED Indicators: *Caring and respectful in interactions with students. Embrace student diversity as an asset in the classroom. Recognize and reinforce positive interactions among students. Create a climate of acceptance and respect. Create an environment where students feel a sense of responsibility to one another.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Interactions with students.*	Teacher–student interactions are inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a supportive environment where students feel accepted and free to take learning risks.	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individual students, as well as groups of students. Teacher creates a supportive learning environment where all students feel accepted and free to take learning risks.
B.	*Supports student diversity.*	Teacher ignores diversity in the classroom and does not use it to support the learning environment.	Teacher acknowledges diversity in the classroom but is inconsistent in using it to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment. Students take initiative to respect and support diversity.
C.	*Reinforces positive interactions among students.*	Teacher does not address student interactions that are inappropriate and disrespectful.	Teacher inconsistently addresses student interactions that are inappropriate and disrespectful.	Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the students.	Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and demonstrate personal responsibility.

Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.

NYSED Indicators: *Encourage students to set high standards and expectations for their own performance. Motivate students to initiate their own learning and strive to achieve challenging learning goals. Promote students' curiosity and enthusiasm for learning. Students are actively engaged in learning. Students openly express their ideas. Students show pride in their work and accomplishments.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Promotes student pride in work and accomplishments.*	Teacher does not promote a sense of pride in student work or accomplishment Teacher discourages students from expressing their ideas, and/or initiating their own learning and achievement. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment. Teachers consistently creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement. Students minimally accept the responsibility to complete quality work or to persevere.	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement. Students accept the teacher's insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where all students are expected to express their ideas, take initiative and have high expectations and pride for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals.
B.	*Promotes student curiosity and enthusiasm.*	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged or enthusiastic about learning.	Teacher conveys importance of learning, but with little conviction. Some students are cognitively engaged and enthusiastic.	Teacher conveys enthusiasm for learning and demonstrates consistent commitment to its value. Students are cognitively engaged and enthusiastic about appropriately challenging learning.	Teacher and students convey enthusiasm for learning and are committed to its value. Students are cognitively engaged and strive to meet challenging leaning goals.

Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.

NYSED Indicators: *Establish, communicate, and maintain clear standards and expectations for student behavior. Develop, implement, and adapt routines and procedures to manage activities and transitions. Facilitate instructional groupings to maximize student participation, cooperation, and learning. Students exhibit respectful classroom interactions.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Establishes routines/ procedures/transitions and expectations for student behavior.	The teacher's routines/ procedures/ transitions and standards of conduct, are chaotic, with much instructional time being lost. They are not clear to students and require repeated prompting.	The teacher's routines/ procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. They are clear to some students and may require repeated prompting.	Teacher's routines/ procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. They are clear to most students and require little prompting. Students assume some responsibility under teacher direction.	The teacher and students have established seamless routines/ procedures/ transitions and standards of conduct. They are clear to all students and require no prompting. Students assume responsibility in reinforcing routines and standards of conduct, and in ensuring their efficient operation.
B.	Manages instructional groups.	Teacher's grouping/managing results in students who are not working with the teacher, are not productively engaged in learning.	Teacher's grouping/managing results in some students being productively engaged in learning while independent of the teacher.	Teacher's grouping /managing results in work being well organized and most students are productively engaged in learning while independent of the teacher.	Teacher's grouping/managing results in group work being well organized and all students are productively engaged, with students assuming responsibility for productivity while independent of the teacher.

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Element IV.4: Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

NYSED Indicators: *Arrange and adapt the physical environment to accommodate individual and group learning needs. Ensure that all students have equitable access to available resources and technologies. Effectively use the services and skills of available volunteers and paraprofessionals. Know and implement policies and procedures to ensure classroom safety.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Organizes learning environment.	Teacher has inadequately organized the learning environment to meet student learning needs, or the teacher makes poor or inequitable use of resources.	Teacher has adequately organized the learning environment to accommodate student learning needs. Available resources are accessible to some students. The resources may be adjusted for a lesson, but with limited effectiveness.	Teacher has organized the learning environment to accommodate all student learning needs. Available resources are accessible to most students. The resources are adjusted to support the learning activities.	Teacher has modified and organized the learning environment to accommodate all student learning needs. Available resources are accessible to all students. Teacher supports students in adjusting the resources to advance their learning.
B.	Manages volunteers and/or paraprofessionals.	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers. Their presence is disruptive to the learning environment.	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers. Their presence may be distracting to the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers. Their presence supports the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, resulting in a productive and proactive learning environment.
C.	Establishes classroom safety.	Teacher does implement classroom safety procedures.	Teacher inconsistently implements classroom safety procedures.	Teacher regularly implements classroom safety procedures.	Teacher and students implement classroom safety procedures.

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Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.

Element V.1: Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

NYSED Indicators: *Use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction. Use formative assessment to inform teaching and learning. Use summative assessment to measure and record student achievement. Design assessments that are aligned with curricular and instructional goals. Design and adapt assessments that accurately determine mastery of skills and knowledge. Use multiple measures and multiple formats, including available technology, to assess and document student performance. Implement required assessment accommodations.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Designs an assessment system and selects assessments and a grading system to establish learning goals and inform instruction.	Teacher does not design or select appropriate, accessible diagnostic or ongoing formative assessment and grading procedures to establish learning goals or to inform instruction.	Teacher designs or selects appropriate, accessible diagnostic and ongoing formative assessment and grading procedures to establish learning goals and inform instruction.	Teacher designs, or selects appropriate, accessible diagnostic and ongoing formative assessments and grading procedures to align learning goals and inform instruction.	Teacher always designs and selects appropriate, accessible diagnostic and ongoing formative assessment and grading procedures to align learning goals and inform instruction.
B.	Measures and records student achievement.	Teacher does not use multiple measures to determine a summative assessment of student achievement. Teacher rarely and/or ineffectively uses multiple formats, to document student performance.	Teacher uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, to document student performance. Students participate in documenting their own performance.

Element V.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

NYSED Indicators: *Analyze data accurately. Provide timely feedback to students to engage them in self-reflection and self-improvement. Use assessment data to set goals and design and differentiate instruction. Engage students in self-assessment of their learning goals, strategies, and outcomes.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Uses assessment data as feedback to set goals with students.	Teacher does not use assessment data as formative feedback to set goals with students or to design differentiated instruction.	Teacher occasionally uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher frequently uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher regularly uses assessment data as formative feedback to set goals with students and to design differentiated instruction; students monitor their progress towards their goals.
B.	Engages students in self-assessment.	Teacher does not engage students in self-assessment of their learning goals, strategies, or outcomes.	Teacher occasionally engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher frequently engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals.

Element V. 3: Teachers communicate information about various components of the assessment system

NYSED Indicators: *Provide access to information on assessments. Provide appropriate information and interpretation of various assessment data.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Accesses, analyzes and interprets assessments.	Teacher does not analyze or provide accurate information about or interpretation of various assessment data.	Teacher analyzes data accurately, provides appropriate information; interpretation of various assessment data may be rudimentary.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and inform instruction.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and design differentiated instruction. Teacher supports students to contribute information and participate in the interpretation of data.

Element V.4: Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

NYSED Indicators: *Demonstrate an understanding of assessment measures, grading, and procedures. Teachers develop a plan for their overall assessment system. Use their plans and assessment data to adjust teaching and assessment practices.*

Element V.5: Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

NYSED Indicators: *Communicate the purposes of the assessments they use. Prepare all students for the demands of particular assessment formats and provide accommodations, including appropriate accommodations in testing conditions for students with exceptional learning needs. Articulate assessment criteria to students and provide parameters for success. Students practice various formats of assessments using authentic curriculum. Equip students with assessment skills and strategies.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Communicates purposes and criteria.	Teacher does not communicate purposes of assessments, the assessment criteria or the parameters for success to students.	Teacher occasionally communicates purposes of assessments, the assessment criteria or the parameters for success to students, and checks for student understanding.	Teacher frequently communicates purposes of assessments, the assessment criteria, parameters for success, and checks for student understanding.	Teacher regularly communicates purposes of assessments, the assessment criteria, and the parameters for success clearly to students and checks for student understanding. Teacher supports student explanation of purposes and criteria to others.

	Indicators	Ineffective	Developing	Effective	Highly Effective
B.	Provides preparation and practice.	Teacher does not prepare students for assessment formats using authentic curriculum, skills and strategies.	Teacher minimally prepares students for assessment formats by using authentic curriculum, skills, and strategies.	Teacher adequately prepares students for assessment formats by using authentic curriculum, skills, and strategies.	Teacher thoroughly prepares students for assessment formats by using authentic curriculum, skills, and strategies.
C.	Provides accommodations.	Teacher does not provide required accommodations/testing conditions for students with exceptional learning needs. Teacher rarely seeks out specialists to ensure accommodations meet individual student needs.	Teacher provides required accommodations/testing conditions for students with exceptional learning needs. Teacher occasionally seeks out specialists to ensure accommodations meet individual student needs.	Teacher provides required accommodations/testing conditions for students with exceptional learning needs. Teacher frequently seeks out specialists to ensure accommodations meet individual student needs.	Teacher provides required accommodations/ testing conditions for students with exceptional learning needs. Teacher consistently seeks out specialists/resources to ensure accommodations meet individual student needs.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

Element VI.1: Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

NYSED Indicators: *Demonstrate a high standard for honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public. Are proactive and advocate to meet the needs of students. Use self-reflection and stakeholder feedback to inform and adjust professional behavior. Advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources. Complete training in response to State and local requirements and jurisdictions.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Demonstrates ethical, professional behavior.	Teacher interactions with colleagues, students, families and the public are characterized by dishonesty and/or unethical, self-serving conduct. Teacher is not self-reflective and/or unreceptive to feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are usually characterized as honest and ethical. Teacher occasionally self- reflects and/or accepts feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are consistently characterized by high standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his/her own initiative.
B.	Advocates for students.	Teacher does not advocate to meet the needs of students resulting in some students or groups being ill served.	Teacher sometimes advocates to meet the needs of students efforts.	Teacher consistently advocates to meet the students' needs.	Teacher is proactive in advocating for students' needs, and in seeking out resources when necessary.

	Indicators	Ineffective	Developing	Effective	Highly Effective
C.	Demonstrates ethical use of information and information technology.	Teacher does not comply with or advocate for the ethical use of information or information technology.	Teacher sometimes complies with and advocates for the ethical use of information and information technology.	Teacher consistently complies with and advocates for the ethical use of information and information technology.	Teacher consistently models ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guidelines.
D.	Completes training to comply with State and local requirements and jurisdictions.	Teacher does not complete trainings to meet State and local requirements.	Teacher inconsistently completes trainings to meet State and local requirements.	Teacher consistently completes trainings to meet State and local requirements.	Teacher seeks out training opportunities to meet or exceed State and local requirements, and contributes positively to student achievement.

Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.
NYSED Indicators: *Support and promote the shared school and district vision and mission to support school improvement. Participate actively as a part of an instructional team. Share information and best practices with colleagues to improve practice. Demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context. Collaborate with others both within and outside the school to support student growth, development, and learning. Collaborate with the larger community to access and share learning resources.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Supports the school as an organization with a vision and mission.	Teacher fails to understand or acknowledge the school's historical, cultural, political or social context. Teacher does not support the school and district vision and mission and/or engages in practices that are explicitly contrary to the vision and mission.	Teacher has a general understanding of the school as an organization with an historical, cultural, political and social context, and has a general awareness of the school and district mission and vision, but is inconsistent in supporting or promoting the vision and mission.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy practices, and the school and district mission and vision. The teacher supports the vision and mission for the purpose of school improvement.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy, practices and the school and district mission and vision. The teacher is aware of and actively promotes the school and district mission and vision, and strives to help others understand them.
B.	Participates on an instructional team.	Teacher makes no effort to collaborate with teammates, paraprofessionals and volunteers or to share information and/or best practices with colleagues to support high expectations for student learning.	Teacher inconsistently collaborates with teammates, paraprofessionals and volunteers to fulfill duties. Teacher shares limited information and/or best practices with colleagues to support high expectations for student learning.	Teacher collaborates with teammates, paraprofessionals and volunteers to support high expectations for student learning. Teacher regularly shares information and/or best practices with colleagues to improve practice and to support high expectations for student learning.	Teacher proactively collaborates with teammates, paraprofessionals and volunteers to support high expectations for student learning. Teacher consistently shares information and/or best practices with colleagues.
C.	Collaborates with the larger community	Teacher does not collaborate with the larger community to access and/or share learning resources.	Teacher occasionally collaborates with the larger community to access and share learning resources when invited or required to do so.	Teacher frequently collaborates with the larger community to access and share learning resources.	Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources.

Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

NYSED Indicators: *Invite families, guardians and caregivers to share information to enhance and increase student development and achievement. Communicate student performance and progress in various ways and provide opportunities for discussion. Suggest strategies and ways in which families can participate in and contribute to their student's education.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Communicates student performance to families.	Teacher does not or rarely communicates expectations, student performance, or progress, with family's guardians/caregivers to enhance student development and achievement and/or discussions are addressed in a manner that is insensitive, negative, or blaming.	Teacher occasionally communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Communication may not be respectful of and sensitive to cultural norms.	Teacher frequently communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Communication is respectful, and sensitive to cultural norms.	Teacher establishes processes that enable and encourage regular, two-way communication with individual families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Students contribute ideas that encourage family participation. Communication is respectful, and sensitive to cultural norms.

Element VI.4: Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

NYSED Indicators: *Collect required data and maintain timely and accurate records (e.g. plan books, lunch counts, attendance records, student records, etc.). Manage their time and attendance in accordance with established guidelines. Maintain classroom and school resources and materials. Participate in school and district events.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Maintains records.	Teacher does not collect required data and/or records are in disarray, incomplete, or error-filled.	Teacher collects required data, monitoring is required to maintain accuracy.	Teacher collects required data that is timely and accurately maintained.	Teacher's system for collecting and maintaining required data is highly effective and accurate.
B.	Manages time and attendance.	Teacher does not manage his/her time and/or attendance in adherence with district guidelines, negatively impacting student learning.	Teacher usually manages his/her time and/or attendance in adherence with district guidelines. Student learning is not negatively impacted.	Teacher always manages his/her time and attendance in adherence with district guidelines. Teacher attendance is regular and professional, ensuring uninterrupted student learning.	Teacher always manages his/her time and attendance in adherence with district guidelines. Teacher attendance is exemplary; ensuring that student learning is always a priority.
C.	Maintains classroom and school resources and materials.	Teacher does not maintain classroom and/or school resources and materials.	Teacher usually maintains classroom and/or school resources and materials.	Teacher regularly maintains classroom and school resources.	Teacher always maintains classroom and school resources and materials. Students contribute to their maintenance as appropriate.
D.	Participates/ in school, district events	Teacher does not participate in school district events.	Teacher occasionally participates in school, district events or does so only when specifically asked or required.	Teacher regularly participates in school and district events.	Teacher regularly and willingly participates in school/ district and contributes to its success.

Element VI.5: Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

NYSED Indicators: *Communicate relevant regulations and policies to stakeholders. Maintain confidentiality regarding student records and information. Report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies. Adhere to board policies, district procedures, and contractual obligations. Access resources to gain information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Communicates policies.*	Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies.	Teacher communicates relevant regulations and policies to stakeholders, but may have limited understanding of such policies.	Teacher knowledgably communicates relevant regulations and policies to stakeholders.	Teacher is proactive and knowledgeable in communicating relevant regulations and policies to stakeholders.
B.	*Reports concerns.*	Teacher does not report instances of child abuse, safety violations, bullying or other concerns.	Teacher reports instances of child abuse, safety violations, bullying and other concerns but may not be fully aware of regulations and policies.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns, and models appropriate reporting.
C.	*Adheres to policies and contractual obligations and accesses resources.*	Teacher does not adhere to or access information about board policies, school/district procedures, and/or contractual obligations.	Teacher usually adheres to and accesses some board policies, school/ district procedures, and contractual obligations Teacher may not be fully aware of policies, obligations and all available resources.	Teacher adheres to and accesses information about board policies, school/district procedures, and contractual obligations.	Teacher always adheres to and accesses information about board policies, school/ district procedures, and contractual obligations, and actively advocates compliance and serves as a resource to others.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.
In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.

Element VII.1: Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

NYSED Indicators: *Examine and analyze formal and informal evidence of student learning. Recognize the effect of their prior experience and possible biases on practice. Use acquired information to identify strengths and weaknesses and to plan professional growth.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Reflects on evidence of student learning.*	Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth.	Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students.	Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.	Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement.
B.	*Plans professional growth.*	Teacher rarely uses reflection or other information to identify strengths and weaknesses or bias to plan professional growth.	Teacher occasionally uses reflection and other information to identify strengths and weaknesses or bias to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.	Teacher uses reflection and other information to identify strengths and weaknesses and bias to plan professional growth.	Teacher regularly uses reflection and other information to identify strengths and weaknesses and bias. to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.

Element VII.2: Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.

NYSED Indicators: *Set goals to enhance personal strengths and address personal weaknesses in teaching practice. Engage in opportunities for professional growth and development.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Sets goals.	Teacher does not set goals to enhance strengths or address weaknesses in teaching practice.	Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice, however goals are poorly formulated and do not improve teaching and learning.	Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice. Goals are well formulated and improve teaching and learning.	Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice. Goals are well formulated with specific student learning needs.
B.	*Engages in professional growth to expand knowledge base.*	Teacher does not engage in expanding knowledge of research in curriculum, instruction, and assessment methods.	Teacher occasionally engages in acquiring minimal knowledge of research in curriculum, instruction, and assessment methods, but does not apply the knowledge to improve practice.	Teacher regularly engages in expanding knowledge of research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice.	Teacher regularly seeks out and engages in expanding knowledge of research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice. Teacher engages in research and/or provides professional development and/or support for others.

Element VII.3: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

NYSED Indicators: *Demonstrate a willingness to give and receive constructive feedback to improve professional practice. Participate actively as part of an instructional team to improve professional practice. Receive, reflect and act on constructive feedback from others in an effort to improve their own professional practice.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Gives and receives constructive feedback.	Teacher does not give or receive constructive feedback to improve professional practice.	Teacher inconsistently gives or receives constructive feedback to improve professional practice.	Teacher regularly gives, receives and acts upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner.	Teacher regularly gives, receives, and reflects upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner. Teacher encourages and engages in collaboration to improve professional practice.
B.	Collaborates with peers	Teacher does not collaborate with peers, or interactions are negative.	Teacher inconsistently collaborates with peers to improve professional practice.	Teacher regularly collaborates with peers to improve professional practice.	Teacher actively and consistently collaborates with peers to improve professional practice Teacher makes significant contributions to improve practice on the team.

<u>Element VII.4</u>: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

NYSED Indicators: *Benefit from, contribute to, or become members of appropriate professional organizations. Access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning. Expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Accesses professional memberships and resources.*	Teacher does not belong to any relevant professional organizations. Teacher does not access and/or use professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations. Teacher occasionally accesses and/or uses professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning. Teacher shares and promotes relevant resources.

June - Healing-Centered Engagement

Excerpt from "The Future of Healing: Shifting from Trauma-Informed Care to Healing-Centered Engagement" by Shawn Ginwright

... Trauma informed care broadly refers to a set of principles that guide and direct how we view the impact of severe harm on young people's mental, physical, and emotional health. Trauma informed care encourages support and treatment to the whole person, rather than focusing on only treating individual symptoms or specific behaviors. Trauma-informed care has become an important approach in schools and agencies that serve young people who have been exposed to trauma, and here's why. Some school leaders believe that the best way to address disruptive classroom behavior is through harsh discipline. These schools believe that discipline alone is sufficient to modify undesired classroom behavior, but research shows that school suspensions may further harm students who have been exposed to a traumatic event or experience (Bottiani et al., 2017). Rather than using discipline, a school that uses a trauma informed approach might offer therapy, or counseling to support the restoration of that student's well-being. The assumption is that the disruptive behavior is the symptom of a deeper harm, rather than willful defiance, or disrespect.

While trauma-informed care offers an important lens to support young people who have been harmed and emotionally injured, it also has its limitations. I first became aware of the limitations of the term "trauma-informed care" during a healing circle I was leading with a group of African American young men. All of them had experienced some form of trauma ranging from sexual abuse, violence, homelessness, abandonment or all of the above. During one of our sessions, I explained the impact of stress and trauma on brain development and how trauma can influence emotional health. As I was explaining, one of the young men in the group named Marcus abruptly stopped me and said, "I am more than what happened to me, I'm not just my trauma". I was puzzled at first, but it didn't take me long to really contemplate what he was saying.

The term "trauma informed care" didn't encompass the totality of his experience and focused only on his harm, injury and trauma. For Marcus, the term "trauma informed care" was akin to saying, you are the worst thing that ever happened to you. For me, I realized the term slipped into the murky water of deficit based, rather than asset driven strategies to support young people who have been harmed. Without careful consideration of the terms we use, we can create blind spots in our efforts to support young people. While the term trauma informed care is important, it is incomplete. First, trauma informed care correctly highlights the specific needs for individual young people who have exposure to trauma. However, current formulations of trauma informed care presumes that the trauma is an individual experience, rather than a collective one. To illustrate this point, researchers have shown that children in high violence neighborhoods all display behavioral and psychological elements of trauma (Sinha & Rosenberg 2013). Similarly, populations that disproportionately suffer from disasters like Hurricane Katrina share a common experience that if viewed individually simply fails to capture how collective harm requires a different approach than an individual one.

Second, trauma-informed care requires that we treat trauma in people but provides very little insight into how we might address the root causes of trauma in neighborhoods, families, and schools. If trauma is collectively experienced, this means that we also have to consider the environmental context that caused the harm in the first place. By only treating the individual we only address part of the equation leaving the toxic systems, policies and practices neatly intact.

Third, the term trauma-informed care runs the risk of focusing on the treatment of pathology (trauma), rather than fostering the possibility (well-being). This is not an indictment on well-meaning therapists and social workers many of whom may have been trained in theories and techniques designed to

simply reduce negative emotions and behavior (Seligman 2011). However, just like the absence of disease doesn't constitute health, nor the absence of violence constitute peace, the reduction pathology (anxiety, anger, fear, sadness, distrust, triggers) doesn't constitute well-being (hope, happiness, imagination, aspirations, trust). Everyone wants to be happy, not just have less misery. The emerging field of positive psychology offers insight into the limits of only "treating" symptoms and focuses on enhancing the conditions that contribute to well-being. Without more careful consideration, trauma informed approaches sometimes slip into rigid medical models of care that are steeped in treating the symptoms, rather than strengthening the roots of well-being.

What is needed is an approach that allows practitioners to approach trauma with a fresh lens that promotes a holistic view of healing from traumatic experiences and environments. One approach is called *healing-centered*, as opposed to *trauma-informed*. A healing centered approach is holistic involving culture, spirituality, civic action and collective healing. A healing-centered approach views trauma not simply as an individual isolated experience, but rather highlights the ways in which trauma and healing are experienced collectively. The term *healing-centered engagement* expands how we think about responses to trauma and offers more holistic approach to fostering well-being.

The Promise of Healing Centered Engagement

A shift from trauma informed care to healing centered engagement (HCE) is more than a semantic play with words, but rather a tectonic shift in how we view trauma, its causes and its intervention. HCE is strength based, advances a collective view of healing, and re-centers culture as a central feature in well-being. Researchers have pointed out the ways in which patients have redefined the terms used to describe their illnesses in ways that affirmed, humanized and dignified their condition. For example, in the early 1990s AIDS activists challenged the term "gay-related immune deficiency" because the term stigmatized gay men and failed to adequately capture the medical accuracy of the condition. In a similar way, the young men I worked with offered me a way to reframe trauma with language that humanized them, and holistically captured their life experiences. A healing centered approach to addressing trauma requires a different question that moves beyond "what happened to you" to "what's right with you" and views those exposed to trauma as agents in the creation of their own well-being rather than victims of traumatic events. Healing centered engagement is akin to the South African term "Ubuntu" meaning that humanness is found through our interdependence, collective engagement and service to others. Additionally, healing centered engagement offers an asset driven approach aimed at the holistic restoration of young peoples' well-being. The healing centered approach comes from the idea that people are not harmed in a vacuum, and well-being comes from participating in transforming the root causes of the harm within institutions. Healing centered engagement also advances the move to "strengths-based' care and away from the deficit based mental health models that drives therapeutic interventions. There are four key elements of healing centered engagement that may at times overlap with current trauma informed practices but offers several key distinctions.

Healing centered engagement is explicitly political, rather than clinical.

Communities, and individuals who experience trauma are agents in restoring their own well-being. This subtle shift suggests that healing from trauma is found in an awareness and actions that address the conditions that created the trauma in the first place. Researchers have found that well-being is a function of the control and power young people have in their schools and communities (Morsillo & Prilleltensky 2007; Prilleltensky & Prilleltensky 2006). These studies focus on concepts such as such as liberation, emancipation, oppression, and social justice among activist groups and suggests that building an awareness of justice and inequality, combined with social action such as protests, community organizing, and/or school walk-outs contribute to overall wellbeing, hopefulness, and optimism (Potts 2003; Prilleltensky 2003, 2008). This means that healing centered engagement views trauma and well-being as function of the environments where people live, work and play. When people advocate for policies and opportunities that address causes of trauma, such as lack of access to mental health, these activities contribute to a sense of purpose, power and control over life situations. All of these are ingredients necessary to restore well-being and healing.

Healing centered engagement is culturally grounded and views healing as the restoration of identity.

The pathway to restoring well-being among young people who experience trauma can be found in culture and identity. Healing centered engagement uses culture as a way to ground young people in a solid sense of meaning, self-perception, and purpose. This process highlights the intersectional nature of identity and highlights the ways in which culture offers a shared experience, community and sense of belonging. Healing is experienced *collectively*, and is shaped by shared identity such as race, gender, or sexual orientation. Healing centered engagement is the result of building a healthy identity, and a sense of belonging. For youth of color, these forms of healing can be rooted in culture and serves as an anchor to connect young people to a shared racial and ethnic identity that is both historical grounded and contemporarily relevant. Healing centered engagement embraces a holistic view of well-being that includes spiritual domains of health. This goes beyond viewing healing only from the lens of mental health, and incorporates culturally grounded rituals, and activities to restore well-being (Martinez 2001). Some examples of healing centered engagement can be found in healing circles rooted in indigenous culture where young people share their stories about healing and learn about their connection to their ancestors and traditions, or drumming circles rooted in African cultural principles.

Healing centered engagement is asset driven and focuses on the well-being we want, rather than symptoms we want to suppress.

Healing centered engagement offers an important departure from solely viewing young people through the lens of harm and focuses on asset driven strategies that highlight possibilities for well-being. An asset driven strategy acknowledges that young people are much more than the worst thing that happened to them, and builds upon their experiences, knowledge, skills and curiosity as positive traits to be enhanced. While it is important to acknowledge trauma and its influence on young people's mental health, healing centered strategies move one step beyond by focusing on what we want to achieve, rather than merely treating emotional and behavioral symptoms of trauma. This is a *salutogenic* approach focusing on how to foster and sustain well-being. Based in positive psychology, healing centered engagement is based in collective strengths and possibility which offers a departure from conventional psychopathology which focuses on clinical treatment of illness.

Healing centered engagement supports adult providers with their own healing.

Adult providers need healing too! Healing centered engagement requires that we consider how to support adult providers in sustaining their own healing and well-being. We cannot presume that adulthood is a final, "trauma-free" destination. Much of our training and practice is directed at young peoples' healing but rarely focuses on the healing that is required of adults to be an effective youth practitioner. Healing is an ongoing process that we all need, not just young people who experience trauma. The well-being of the adult youth worker is also a critical factor in supporting young peoples' well-being. While we are learning more about the causes and effects of secondary on adults, we know very little about the systems of support required to restore and sustain well-being for adults. Healing centered engagement has an explicit focus on restoring, and sustaining the adults who attempt to heal youth- a healing the healers approach. Policy stakeholders should consider how to build a systems that support adult youth worker's well-being. I have supported organizations in creating structures like sabbaticals for employees or creating incentives like continuing education units for deeper learning about well-being and healing...

Start by building empathy

Healing centered engagement begins by building empathy with young people who experience trauma. This process takes time, is an ongoing process and sometimes may feel like taking two steps forward, and three steps back. However, building empathy is critical to healing centered engagement. To create this empathy, I encourage adult staff to share their story first, and take an emotional risk by being more vulnerable, honest, and open to young people. This process creates an empathy exchange between the adult, and the young people which is the foundation for healing centered engagement (Payne 2013). This process also strengthens emotional literacy which allows youth to discuss the complexity of their feelings. Fostering empathy allows for young people to feel safe sharing their experiences and emotions. The process ultimately restores their sense of well-being because they have the power name and respond to their emotional states.

Encourage young people to dream and imagine!

An important ingredient in healing centered engagement is the ability to acknowledge the harm and injury, but not be defined by it. Perhaps one of the greatest tools available to us is the ability to see beyond the condition, event or situation that caused the trauma in the first place. Research shows that the ability to dream and imagine is an important factor in fostering hopefulness, and optimism which both of which contributes to overall well-being (Snyder et al. 2003). Daily survival and ongoing crisis management in young people's lives can make it difficult for them to see beyond the present.

The greatest casualty of trauma is not only depression and emotional scares, but also the loss of the ability to dream and imagine another way of living. Howard Thurman pointed this out in his eloquent persistence that dreams matter. He commented, "As long as a man [woman] has a dream, he [she] cannot lose the significance of living" (p. 304). By creating activities and opportunities for young people to play, reimagine, design and envision their lives this process strengthens their future goal orientation (Snyder et al. 2003). These are practices of possibility that encourage young people to envision what they want to become, and who they want to be.

Build critical reflection and take loving action.

Healing and well-being are fundamentally political not clinical. This means that we have to consider the ways in which the policies and practice and political decisions harm young people. Healing in this context also means that young people develop an analysis of these practices and policies that facilitated the trauma in the first place. Without an analysis of these issues, young people often internalize, and blame themselves for lack of confidence. Critical reflection provides a lens by which to filter, examine, and consider analytical and spiritual responses to trauma. By spiritual, I mean the ability to draw upon the power of culture, rituals and faith in order to consistently act from a place of humility, and love. These are not cognitive processes, but rather ethical, moral and emotional aspects of healing centered engagement. The other key component, is taking loving action, by collectively responding to political decisions and practices that can exacerbate trauma. By taking action, (e.g. school walkouts, organizing peace march, or promoting access to healthy foods) it builds a sense of power and control over their lives. Research has demonstrated that building this sense of power and control among traumatized groups is perhaps one of the most significant features in restoring holistic well-being.

Concluding Remarks: The Future of Healing

I ran into Marcus at a street fair in Oakland not long ago. He was excited to see me and wanted to share with me that he was in a new relationship so he introduced me to his girlfriend. "This is my friend Michelle"! He introduced her with a sense of pride, and accomplishment. He also shared with me that he had enrolled in a program that was training him to become a medic. As we chatted for a while in the warm sun, dodging children, and fast walking parents, he leaned toward me and whispered, "yeah Dr. G, I'm not entirely healed, but I'm hopeful". I smiled, gave him a "brotha hug" and we departed ways. I suppose that if we had more time to chat he would have explained that healing is a process that we navigate for a lifetime. He might have shared with me that the future of his healing journey had just begun. Seeing him again, holding hands, sipping a soda with his new girlfriend was a powerful reminder that he was so much more than the trauma he had experienced. As practitioners, researchers and policy stakeholders we need to listen and learn from young people who have insights that can advance how we think about trauma and healing. Shifting to healing centered engagement offered new questions, and strategies about how to support young people who experience trauma. Healing centered engagement is just a step toward a more holistic, and humanistic framework to support young people who have been harmed. Such an approach encourages us to think and act more boldly about how to restore young people and create places where they can truly flourish.

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Learn more about becoming a Certified Healing Centered Engagement Practitioner here.

Student Teacher Assessment Record

Pedagogical Content Knowledge

	Integrating/Innovating	Applying	Developing	Emerging	Note and/or CR-S focus
1	Demonstrates ability to draw meaningful connections between the instructional content with daily lives and culture of students.	Demonstrates the ability to coherently represent the instructional content with daily lives and culture of students.	Demonstrates a developing understanding of the instructional content without thorough understanding of the foundational concepts or how to connect to the daily lives and culture of students.	Demonstrates limited knowledge in the instructional content and/or ability to connect to the daily lives and culture of the students.	Connect instructional content with the daily lives of students by using culturally specific examples (e.g., music, movies, text) that tap into their existing interests, knowledge, and youth culture.
2 (MT version only)	Shows an expert understanding of connections across grade levels and/or content areas.	Shows a working understanding of connections across grade levels and/or content areas.	Shows an increasing understanding of connections across grade levels and/or content areas.	Shows minimal understanding of connections across grade levels and/or content areas.	Note: Includes NYS standards and curriculum, making connections to prior knowledge and future course expectations/knowledge.
3	Lesson planning demonstrates comprehensive understanding of the relationship between content standards / performance indicators.	Lesson planning demonstrates an understanding of the relationship between content standards / performance indicators.	Lesson planning demonstrates an incomplete, though improving, understanding of the relationship between content standards / performance indicators.	Lesson planning demonstrates minimal understanding of the relationship between content standards / performance indicators.	
4	Lesson plans are well-detailed to support and accommodate instruction for diverse learning needs.	Some components of the lesson plans contain details necessary to support and accommodate instruction for diverse learning needs.	Additional details are needed in the lesson plan to support and accommodate instruction for some learners.	Lesson plans need detail to support and accommodate instruction for learners.	
5	Skillfully paces lessons such that all time is effectively used.	Paces lessons such that most of the time is effectively used.	Paces lessons such that there exist noticeable gaps with limited instructional activity.	Paces lessons such that there exist substantial gaps with no instructional activity.	
6	Adjusts instruction as needed to support high levels of learning for all students, regardless of identity markers, including race, gender, sexual orientation, language, ability, and economic background.	Demonstrates attempts to adjust as needed to support student learning.	Attempts to adjust as needed to support student learning, but does not yet demonstrate consistent follow through.	Demonstrates minimal attempts to adjust as needed to support student learning.	Have high expectations and deliver rigorous instruction for all students regardless of identity markers, including race, gender, sexual orientation, language, ability, and economic background.
7	Instructional activities are rigorous, consistently aligning with the activation of the stated objectives.	Instructional activities generally align with the activation of the stated objectives.	Instructional activities need greater alignment with the activation of the stated objectives.	Instructional activities are inconsistent with the activation of the stated objectives.	Have high expectations and deliver rigorous instruction for all students regardless of identity markers, including race, gender, sexual orientation, language, ability, and economic background.

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8	Collaboratively incorporates approaches and/or materials that meet the needs of their students and those traditionally marginalized voices.	Incorporates approaches and/or materials that meet the needs of their students and those traditionally marginalized voices.	Generally incorporates approaches and/or materials that meet the needs of their students and those traditionally marginalized voices.	Minimally incorporates approaches and/or materials that meet the needs of their students and those traditionally marginalized voices.	Feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum.
9	Uses a wide variety of materials/resources including digital tools that guide, support and develop students' conceptualization of key content ideas and to critically engage with difficult topics.	Uses varying materials/resources including digital tools that guide, support and develop students' conceptualization of key content ideas.	Relies on a select few materials that limitedly support and develop key content ideas.	Relies on a single resource.	Utilize tools (prompting discussion questions, Socratic seminar, conversation protocols) that encourage students to critically engage with difficult topics (power, privilege, access, inequity) constructively.
Component One Comments	*Indicate relevant evidence regarding the resident's knowledge of subject matter content and pedagogical skill. Please include suggestions for improvement on any criteria where resident is developing or emerging.*				

Assessment

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1	Applies a variety of formative and summative assessment tools to measure student learning.	Applies a variety of assessment tools to measure student learning.	Relies on a select few forms of assessment to measure student learning.	Relies on a single form of assessment to measure student learning.	
2	Thoughtfully helps students identify their strengths in both classwork and homework, & incorporates strategies and assignments that are responsive to students' portfolio of strengths and needs.	Generally helps students identify their strengths in both classwork and homework, & incorporates some strategies and assignments that are responsive to students' portfolio of strengths and needs.	Attempts to help students identify their strengths in both classwork and homework, & minimally incorporates strategies and assignments that are somewhat responsive to students' portfolio of strengths and needs.	Developing an awareness of how to help students identify their strengths in both classwork and homework, & needs help developing strategies and assignments that are responsive to students' portfolio of strengths and needs.	Help students identify their strengths in both classwork and homework and incorporate instructional strategies and assignments that are responsive to students' portfolio of strengths and needs.
3	Thoughtfully reflects on students' assessment outcomes and in response adjusts instruction.	Requires support to reflect on students' assessment outcomes and/or to adjust instruction in response.	Requires significant support to reflect on students' assessment outcomes and to adjust instruction in response.	Further reflection on students' assessment outcomes is needed.	

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4	Uses data effectively to plan/group students for necessary differentiation of instruction.	Has begun independently using data to plan purposeful grouping for effective differentiation.	Needs support to use data effectively to plan/group for differentiation.	Instructional planning lacks effective use of assessment data; limited or no differentiation observed.	
Component Two Comments	*Indicate relevant evidence regarding the resident's implementation of assessment strategies... Please include suggestions for improvement on any criteria where resident is developing or emerging.*				

Professional Qualities

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1	Reflects on the collaboration of mentor/coach and in response appropriately and independently adjusts instructional plan and practice.	Reflects on the feedback of mentor/coach and in response develops a plan to adjust instructional plan and practice, but requires support to implement the plan.	Reflects on the feedback of mentor/coach, but requires significant support to plan and implement adjustments to instructional plan and practice.	Further reflection on feedback of mentor/coach is needed.	
2	Demonstrates thorough reflection and makes necessary modifications to instruction to effectively improve students' learning.	Identifies strengths and weaknesses in own instruction; has a plan for how to modify future instruction in order to meet the needs of students.	Awareness of strengths and weaknesses in own instruction is developing; requires assistance in how to improve students' learning.	Further evidence of effective reflection on how own instruction impacts students' learning is needed.	
3	Classroom community is welcoming and affirming, demonstrating a comprehensive level of awareness and respect for all forms of students' identities.	Classroom community is generally welcoming and affirming, demonstrating awareness and respect for all forms of students' identities.	Classroom community is somewhat welcoming and affirming, demonstrating a basic level of awareness and respect for all forms of students' identities.	Classroom community needs to be more welcoming and affirming, and demonstrate a better awareness and respect for all forms of students' identities.	Enact classroom community building strategies that avoid assigning blame or guilt to students based on perceptions about their cultures, differences, or home lives.
4	Follows established classroom routines effectively.	Follows established classroom routines somewhat effectively.	Attempts to follow classroom routines; needs support.	Adherence to classroom routines is incomplete or inconsistent.	
5	Builds rapport with students by effectively listening to students' questions, responses, opinions, and concerns.	Builds rapport with students by listening to students' questions, responses, opinions, and concerns.	Attempts to build rapport with students by listening to students' questions, responses, opinions, and concerns.	Further community building is needed by listening to students' questions, responses, opinions, and concerns.	Build rapport and develop positive relationships with students by learning about their interests and inviting them to share their opinions and concerns.
6	Plans for and consistently responds effectively to students' questions and/or concerns.	Requires some support in planning for and/or responding effectively to students' questions and/or concerns.	Demonstrates a growing awareness and preparedness in planning for and/or responding to students' questions and/or concerns.	Preparedness for students' potential questions/concerns is needed.	

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7	Effectively plans for and responds to interruptions with appropriate alternate plans.	Requires some support to plan for and respond to interruptions with appropriate alternate plans.	Continues to need support to effectively plan for and respond to interruptions with appropriate alternate plans.	Needs more support to plan for interruptions and respond effectively and implement appropriate alternative plans.
8	Voice is consistently used effectively to enhance instruction: enthusiasm, encouragement, and classroom community building.	Voice is used to enhance instruction: enthusiasm, encouragement, and classroom community building.	Developing effective use of voice (enthusiasm, encouragement, and classroom community building.)	Has not yet developed effective use of voice in instruction.
9	Appropriately prepares and makes readily accessible all necessary instructional materials.	Appropriately prepares and makes accessible all necessary instructional materials.	Prepares all necessary instructional materials, but they are not readily accessible.	Necessary instructional materials are unavailable.
10	Organizes the classroom space such that instructional activities flow seamlessly.	Organizes the classroom space such that instructional activities flow.	Organizes the classroom space such that instruction is interrupted by the need to reorganize.	Organization of the classroom space prevents instructional objectives from being met.
Component Three Comments	Indicate relevant evidence regarding the resident's professional qualities. Please include suggestions for improvement on any criteria where resident is developing or emerging.			

Additional Mentor Teacher Items

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1	Communicates needs for support and/or clarification from the mentor teacher and/or grade level team.	Makes an effort to communicate with mentor teacher/grade level team.	Need to work on establishing open communication with the mentor/grade level team.	Has not yet developed proactive skills to maintain open communication with mentor/grade level team.
2	Collaborates with the mentor teacher.	Seeks feedback from the mentor teacher.	Seeks feedback from the mentor teacher only when prompted.	Has not yet sought feedback from the mentor teacher.
3	Actively and independently seeks alternative approaches and/or materials.	Incorporates new approaches/materials that are suggested.	Adopts new approaches/materials only after substantial prompting.	Has not yet considered alternative approaches/materials.