

# New York State Teacher Center Standards Evaluation Rubric

Please rate the degree to which each of the criteria relates to your Center by circling the appropriate level below. In the space for "evidence", provide examples to illustrate your rating. Indicate the next steps your Center might take to move to the next level.

<b>Criteria</b>	<b>exemplary</b>	<b>proficient</b>	<b>developing</b>	<b>emerging</b>
<b>1. Policy Board and staff employ a variety of evaluation strategies to assess the impact of the Center's activities and programs.</b>	Differentiate evaluation strategies for professional learning activities to collect data that demonstrates a positive impact on teacher practice and student achievement.	Use a variety of strategies to collect data about professional learning activities that indicates some impact on teacher practice.	Use some evaluation strategies to collect data about professional learning activities. Attempts made at assessing impact.	Use of one evaluation strategy to collect data about professional learning activities with minimal analysis of impact.
<b>Possible Evidence:</b>  Evaluation instruments Focus groups Surveys, Questionnaires Participant follow-up surveys Participant logs Walk through data Student work samples Previous data for comparison Historical evaluation data	<b>Your Evidence:</b> What led you to your above assessment? Please, provide examples to support and illustrate your thinking.     <b>Next Steps:</b> How do you propose to move to the next level? What steps might your Center take?			

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<p><b>2. Policy Board and staff include a variety of data in evaluation design.</b></p>	<p>Multiple sources of evaluation data are collected, analyzed, and used to inform program design.</p>	<p>Self-reporting and other evaluation data that include evidence of student learning are collected.</p>	<p>Self-reporting data are collected from professional learning activities.</p>	<p>Evaluation data are mostly reactions to professional learning activities.</p>
<p><b>Possible Evidence:</b></p> <p>Qualitative and quantitative data  Formative and summative data  Needs assessments  Professional development plans  Evaluation instruments  Student achievement data  Participant logs  Follow-up surveys  Focus groups  EOY Reports</p>	<p><b>Your Evidence:</b> What led you to your above assessment? Please, provide examples to support and illustrate your thinking.</p> <p><b>Next Steps:</b> How do you propose to move to the next level? What steps might your Center take?</p>			

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<p><b>3. Policy Board and staff examine the impact of programs on teacher effectiveness and student learning.</b></p>	<p>Evidence is provided that participants in professional learning activities have implemented new learning, changed their practice, and that student achievement has increased.</p>	<p>Evidence is provided that participants in professional learning activities have reflected on their practice and have implemented the new learning.</p>	<p>Evidence is provided that participants in professional learning activities have gained new knowledge, reflected on their practice and have a plan for implementation.</p>	<p>Evidence is provided that participants in professional learning activities have gained new knowledge.</p>
<p><b>Possible Evidence:</b></p> <ul style="list-style-type: none"> <li>Logic models</li> <li>Theory of change</li> <li>KASAB charts</li> <li>Participant follow-up surveys</li> <li>Student surveys</li> <li>Student work samples</li> <li>Walk through data</li> <li>Student assessment data</li> <li>Student achievement data</li> </ul>	<p><b>Your Evidence:</b> What led you to your above assessment? Please, provide examples to support and illustrate your thinking.</p> <p><b>Next Steps:</b> How do you propose to move to the next level? What steps might your Center take?</p>			

Criteria	exemplary	proficient	developing	emerging
<p><b>4. Policy Board members and staff use individual program evaluation to assist in the development of new activities and refine continuing programs.</b></p>	<p>Policy Board and staff have a consistent evaluation process in place that directs the development and refinement of all programs.</p>	<p>Policy Board and staff have an evaluation process in place that directs the development and refinement of some programs.</p>	<p>Evaluation data is collected and preliminary steps to evaluate one or more programs have begun. Data directs refinement of programs.</p>	<p>Evaluation data is collected and it directs the offering of professional learning activities.</p>
<p><b>Possible Evidence:</b></p> <p>Policy Board minutes  PB Committee minutes  PDPs  EOY Reports  Self studies  Course catalogs  Workshop/course evaluations</p>	<p><b>Your Evidence:</b> What led you to your above assessment? Please, provide examples to support and illustrate your thinking.</p> <p><b>Next Steps:</b> How do you propose to move to the next level? What steps might your Center take?</p>			

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<p><b>5. Policy Board and staff share evaluation findings broadly to build awareness of Teacher Center work.</b></p>	<p>Evaluation findings are shared with Policy Board, school districts, Boards of Education, teacher and staff stakeholders, and community.</p>	<p>Evaluation findings are shared with Policy Board, school districts, and teacher stakeholders</p>	<p>Evaluation findings are shared with Policy Board and school district(s).</p>	<p>Evaluation findings are shared with Policy Board.</p>
<p><b>Possible Evidence:</b></p> <ul style="list-style-type: none"> <li>End of Year Reports</li> <li>Policy Board meeting minutes</li> <li>Newsletter articles</li> <li>Evaluation reports</li> <li>Presentations to school districts</li> <li>Presentations to BOE</li> <li>Publishing professional journal articles</li> <li>Presentations at conferences</li> </ul>	<p><b>Your Evidence:</b> What led you to your above assessment? Please, provide examples to support and illustrate your thinking.</p> <p><b>Next Steps:</b> How do you propose to move to the next level? What steps might your Center take?</p>			