



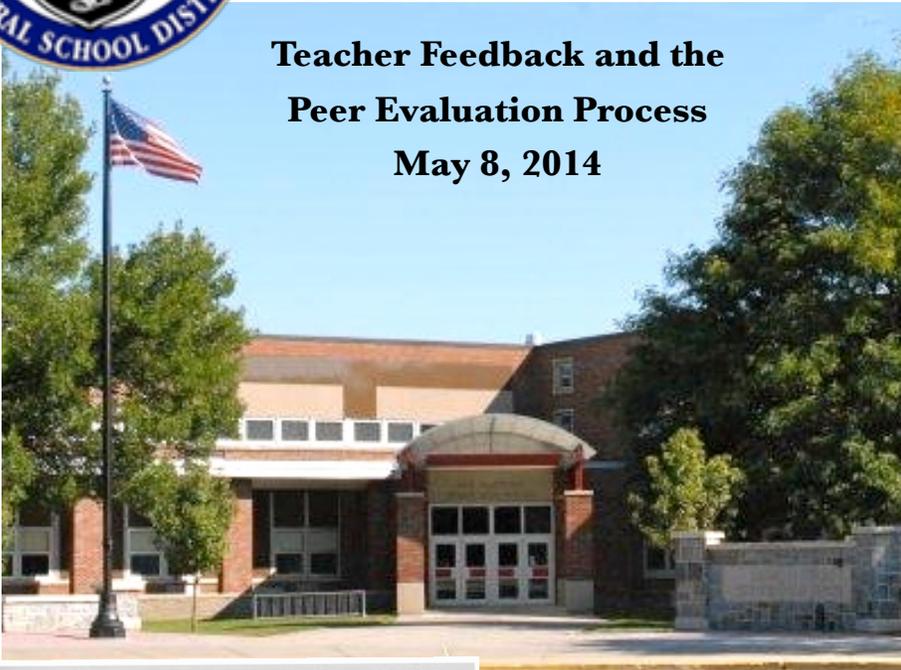
NEW HARTFORD HIGH SCHOOL

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View our prezi at http://prezi.com/y2s9tmowr-li/?utm_campaign=share&utm_medium=copy

Teacher Feedback and the Peer Evaluation Process May 8, 2014



The New Hartford Framework for Teaching

2nd Edition



Teaching for Understanding Using a Common Language of Instruction

Approved for Use by the New York State Education Department
exclusively for the
New Hartford Central School District
2013

Strong Commitment to and a Deep Understanding of Teacher Practice through the New Hartford Framework for Teaching

Our Curriculum Priorities

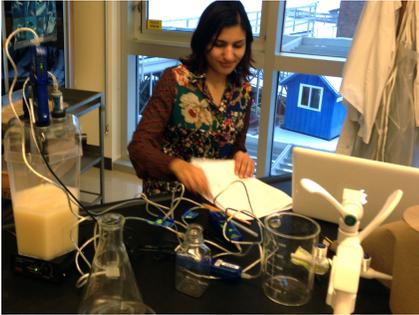
The New Hartford Central School District is committed to ensuring an effective teacher in every classroom and is dedicated to the following priorities: **A guaranteed and viable curriculum, High expectations and support for all learners, Shared responsibility for literacy, Using results to inform instruction and Teaching for understanding using a common language of instruction.**

Professional Growth Plan

- Looking Backward: In reflecting on the previous year's feedback, what areas of the framework will you focus on? What is your plan to meet these goals?
- Looking Forward: In reflecting on your year's assignment and class roster, what areas will you focus on? What is your plan to meet your goals?
- Looking Together: This year the district will provide training on Teach Like a Champion (Lemov) and Mindset (Dweck). How will you use this training?

Support Systems for Classroom Teachers

- Leadership workshops for all department chairs, deans, directors and principals.
- Integrated into the New Hartford School District's New Teacher Induction Program.
- On-going Professional Development through: Curriculum Matters Website, Face to Face Workshops scheduled through My Learning Plan and delivered through the New Hartford Teacher Center, Online Courses, and APPR Website.
- Videos of NH teachers demonstrating best practices.
- Peer evaluation classroom observations. Non-threatening feedback from Instructional Support and PD Specialists. Non-scoring feedback from department chairs.



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Developing Expertise

- The Validated Instruction Program (VIP)
 - Green Belt
 - Brown Belt
 - Black Belt

Observation Strategies

- Plain language guiding questions:
 - What is the teacher doing to demonstrate knowledge of content and plan instruction that ensures growth and achievement for all students?
 - What is the teacher doing to create a safe, supportive learning environment, and establish and maintain classroom rules and procedures?
 - What is the teacher doing to help students effectively construct meaning and interact with new knowledge? What is the teacher doing to help students practice and deepen their understanding of new knowledge? What is the teacher doing to help students generate and test hypotheses about new knowledge?
 - What is the teacher doing to engage all students? What is the teacher doing to engage students using effective questioning techniques?
 - What is the teacher doing to establish and maintain effective relationships with students? What is the teacher doing to communicate high expectations for all students? What is the teacher doing to monitor progress and use results to inform instruction?

Power Elements

- Command of content of the discipline: concepts, principles, facts, connections, skills, relevance and related background information.
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Evidence Based Observations

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Inter-rater reliability training

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Types of observations

- Full class period and walk-throughs