



## LILIE, LLC Course Information

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**Title of Course (45 hours):** APPR and the NYSED Teaching Standards

### **Course Description:**

This course will give teachers insights into the development and politics behind APPR (Annual Professional Performance Review) and its goal in improving instruction. Teachers will delve into TED (Teacher Evaluation Development) and dissect each of the 7 NYSED Teaching Standards as they relate to the profession of teaching. In addition teachers will connect the standards to their own specific content area standards and CCSSI in order to fully understand the observation and evaluation process.

### **Overall Course Objective and Expectation(s) – SWBAT:**

- Identify and articulate the history and background of the APPR process.
- Analyze how teaching and learning has changed in the last 5 years.
- List and examine (in depth) the 36 elements of the NYS Teaching Standards.
- Acquire resources, techniques, strategies and ideas to improve instruction and attain Highly Effective HEDI ratings.

### **Opportunities for Common Core Standards Alignment:**

Course work will, when applicable, demonstrate the practice of common core standard shifts. This practice by instructors of LILIE courses may act as a model for implementation of learned information and skills into common core aligned classroom practice. Depending on the nature and thrust of the course objective, the course will make attempts to balance informational and literary texts, provide for deeper and more critical knowledge in the discipline(s), provide for a staircase of complexity, offer ways in which to demonstrate text-based answers, offer opportunities of writing from various sources applicable to course content and offer tiered academic vocabulary through resources, assignments and instructor-peer and peer-peer dialogue.

### **Course Instructional Materials:**

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

### **Instructor Consultation and Interaction:**

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

### **Suggested Readings (subject to change):**

[Enhancing Professional Practice: A Framework for Teaching, 2nd Edition](#) by Charlotte Danielson (Jan 1, 2007)  
[The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School](#) by Charlotte Danielson (Sep 30, 2008)  
[Implementing the Framework for Teaching in Enhancing Professional Practice \(Professional Development\)](#) by Charlotte Danielson (Feb 2, 2010)

**Proof of Course Completion:**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## Scope & Sequence/Weekly Topics and Objectives

### Week I

#### Topic(s):

Introductions, History, Background, Politics, Vocabulary, Course Goals

#### Objectives:

- Define a minimum of 3 professional goals and expectations for this course
- Review and explain the history of the current APPR process
- Identify political issues impacting education and the evaluation process
- Explore, analyze and compare the different teacher evaluation systems districts are using
- Research the reasons behind choosing them
- Create a “living” APPR glossary of terms

#### Impact on Classroom Instruction:

Participants will familiarize themselves with the issues and challenges impacting teaching and learning due to the new APPR process. They will use the conversations and resources shared to improve teaching effectiveness.

#### Learner Outcomes:

Students will be able to:

- Recognize the shift in the performance review process and reflect on the personal impact of the teaching standards, CCSSI and specific content standards
- Identify informative, helpful resources relating to APPR
- Respectfully engage in dialogue with others

#### Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Introduce self to classmates explaining position, experience and evaluation rubric
- Summarize the background and history of the APPR process
- Read resources and articles, reflect, reference and post about readings
- Plan and post professional goals for class to be implemented throughout course
- Check for understanding and clarify misconceptions via daily postings and discussions



## Week II

### Topic(s):

NYS Teaching Standards I-II, TED, Danielson Handbook, Common Core Standards

### Objectives:

- List the 7 NYS Teaching Standards
- Assess the purpose of TED
- Compare and contrast the TED and Danielson Handbook
- Explore the CCSSI and how they connect to your content area
- Express any concerns of the Common Core implementation
- Identify instructional strategies, techniques and resources that relate to Standards I-II

### Impact on Classroom Instruction:

Participants will possess a basic understanding of the NYS Teaching Standards and will delve specifically into Standards I-II. They will explore how the standards will be used to improve teaching and learning.

### Learner Outcomes:

Students will be able to:

- Identify the 7 NYS Teaching Standards
- Demonstrate understanding of the purpose of TED
- Modify current practices to align with the new teacher evaluation systems and the CCS
- Professionally respond to peer postings
- Identify informative, helpful resources relating to APPR including articles, videos, blogs, apps

### Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- List the 7 NYS Teaching Standards
- Review in depth the elements of the NYS Teaching Standards I-II
- Read and summarize multiple articles relating to your knowledge of students
- Explore online resources and write a brief synopsis of points that resonate
- Post follow up questions on forum to further professional sharing and learning
- Moderate professional conversations



## Week III

### Topic(s):

NYS Teaching Standards III-V, Evidence and Artifacts

### Objectives:

- Examine resources and collect information to guide in evaluation shift
- Identify ideas, concepts, evidence that can be adapted to personal educational setting
- Reflect upon current personal teaching experiences and adapt thinking to include evidence of learning, student engagement when planning lessons
- Identify instructional strategies, techniques and resources that relate to standards III-V

### Impact on Classroom Instruction:

Participants will identify, understand, question, evaluate, and critique educational evaluation systems, practices, and standards that can lead to change and be able to use acquired information in their professional practice.

### Learner Outcomes:

Students will be able to:

- Assess and evaluate evaluation systems from other districts and formulate a plan to adapt to current educational setting
- Read and discuss research-based instructional strategies and learning environment articles
- Explore ways to teach curriculum without teaching to the test
- Identify informative, helpful resources relating to APPR including articles, videos, blogs, apps

### Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Review elements of the NYS Teaching Standards III - V
- Constructively critique evaluation and assessment process
- Examine lesson plans and APPR evidence/artifact ideas
- Study the impact of assessments on students, teachers, and districts
- Moderate conversations between participants and encourage dialogue



## Week IV

### Topic(s):

NYS Teaching Standards VI-VII, Professional Growth and Development, Course Reflection

### Objectives:

- Compare and reflect on teaching practices before taking this course and after
- Examine the current educational climate of public education
- Identify instructional strategies, techniques and resources that relate to standards VI-VII
- Analyze the learning experience in this course by reflecting about professional goals and expectations
- Discuss other challenges to the profession of teaching

### Impact on Classroom Instruction:

Participants will apply new information gleaned throughout course to implement instructional strategies, ideas and concepts to help improve teaching and attain a HIGHLY Effective rating.

### Learner Outcomes:

Students will be able to:

- Design curricula and plan instruction based on knowledge of the new mandates, student needs, community, assessment requirements and curriculum goals
- Explore the multitude of professional development opportunities available and the importance of reflection and professional goal setting
- Modify current teaching practices based on collegial discussions of APPR
- Identify and interrogate a range of assumptions about evaluation — both others' and our own – before the beginning course and now
- Examine the future impact of the current form of APPR and the direction of education in general

### Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Provide feedback and evaluation of implemented ideas via course postings
- Compare prior knowledge to acquired knowledge
- Share professional growth responsibilities and professional development opportunities
- Discuss proactive ways for teachers to view APPR process, reflect on learning and improve instruction
- Post course reflection overview and assessment of original course expectations