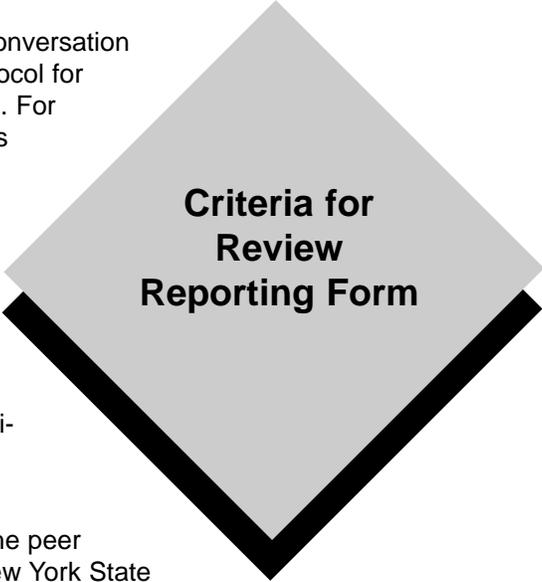


The Criteria for Review Reporting Form is used to document the conversation about a learning experience using the Statewide Peer Review protocol for the New York State Academy for Teaching and Learning (NYSATL). For the purpose of the Statewide Peer Review, a learning experience is defined as an instructional strategy used by the teacher which demonstrates at least one NYS learning standard and one performance indicator embedded in the assessment plan. It must be discussed within the 75 minute protocol established by the Academy. During this time, the teacher receives feedback on his or her experience in relation to the criteria established by the Academy. The review panel is responsible for making one of three recommendations. These recommendations are: ready for the Academy as is, ready for the Academy with these revisions, or not ready for Academy.



The purpose of this form is to:

- provide the Reviewers with a place to document evidence from the peer review, in relation to each of the six criteria established by the New York State Academy for Teaching and Learning (NYSATL);
- provide the Recorder a place to record specific evidence from the student work and the learning experience. This evidence is the basis for the warm (“W”) and cool (“C”) feedback in relation to each of the Academy’s criteria;
- allow for official documentation of the peer review.

AS YOU LISTEN TO THE TEACHER PRESENTER AND AS YOU READ THE LEARNING EXPERIENCE, PLEASE DOCUMENT EVIDENCE RELATED TO EACH OF THE ESTABLISHED CRITERIA.

Title of Learning Experience:

Standard Area(s):

Teacher(s):

Facilitator:

Recorder:

Reviewer:

Recommendation

Please check **one** of the three boxes shown below:

- Ready for Academy as is:
- Ready for Academy with these minor revisions:

Not Ready for Academy—requires major revision. A major revision is one that changes the intent and/or substance of the learning experience by altering the nature of the student work called for and/or the assessment tools used.

Directions: For each criterion, please note specific evidence from the student work and the learning experience.

(1) RELATION TO LEARNING STANDARDS

This learning experience:

- lists specific NYS learning standards
- lists performance indicators for each standard
- links to an existing NYS core curriculum
- requires students to demonstrate the use of ideas, perspectives, tools, skills, and/or methods that are central to the learning standard

(2) INTELLECTUAL CHALLENGE

This learning experience:

- helps students grow intellectually
- moves beyond rote application, e.g., interpret, predict, analyze, synthesize
- builds on prior knowledge and skills
- wherever possible, connects with real-world contexts
- uses a variety of talents, skills, and strategies

(4) ENGAGEMENT

The learning experience:

- holds the attention of students
- motivates students to become intellectually, emotionally, and/or physically involved in ways that result in higher achievement

Evidence noted here provides basis for warm and cool feedback to Teacher Presenter.

(3) ASSESSMENT PLAN

The assessment plan:

- provides a description of the assessment tools, techniques, and/or strategies to measure student performance relative to each performance indicator
- clearly defines the various levels of student performance (e.g., developing, proficient, distinguished) in order for students to understand what is expected of them
- incorporates elements of good assessment: clear criteria to guide work, feedback on work in progress, reflection on work completed
- includes graded samples of a range of student work illustrating the use of each assessment tool

(5) ADAPTABILITY

The learning experience is adaptable to the range of student abilities in the classroom

(6) TECHNOLOGY INTEGRATION

Instructional technology, when appropriate:

- is used to enhance instruction
- assists students in achieving the learning standard(s) addressed in the assessment plan

