

What is Demonstrated? Possible Sources of Evidence provided by the Teacher

E/Std		Date	<u>LESSON PLANS</u>
1.1	2.1		reflect understanding of student prerequisite knowledge/skill
1.1	1.2		reflect educator familiarity with wide range of pedagogical techniques
1.1			reflect variety of developmentally appropriate instructional strategies
1.1			with adaptations identified
2.1			aligned to content standards (local, state, national levels) are followed
2.2			reflect a familiarity of wide range of interdisciplinary techniques
3.1			complete with standard, objective, & assessments noted
3.1			show relevant standards for lesson taught
3.2			link student activities to assessment results
3.3			outline instructional strategies
3.3			show how strategies are used for scaffolding/differentiation
			<u>DIFFERENTIATION</u>
1.2			MTSS utilized (tiered)
1.1			Learning Styles Inventories
			<u>STUDENT ENGAGEMENT</u>
2.2			in classroom discussions & questioning
2.1			student involvement in classroom developed activities
3.3			students take the initiative in planning or adapting activity or project to enhance learning
			<u>FEEDBACK</u>
1.2	2.1		Feedback to students
3.2			written feedback on student work
			<u>RUBRICS/ASSESSMENTS/CHECKS for UNDERSTANDING</u>
1.2			Student developed rubrics
3.2			rubrics & standards are posted before work begins
3.3			student growth log
3.2			educator/student conferences
3.2			students understand how work will be assessed
2.1			educator developed assessments & rubrics
2.1			data from pre & post tests
1.2			Pre-tests & Post-tests
2.2			educator uses wait time to allow students to respond to questions
3.1	4.1		assessment data (classroom)
3.2			formative & summative assessments are used
4.1			analyzing student formative & summative assessment data to see impact on student growth
1.2			<u>STUDENT WRITING</u>
2.1			across the content areas
			<u>STUDENT REFLECTION</u>
1.2	2.1	3.1	student reflection/writing
1.2			Student &/or parent surveys
			<u>STUDENT WORK</u>
1.2			Models of student work posted in classrooms or hallways
1.3			Student work is displayed & current
1.1	1.2	2.1	Student work samples
2.2			Student created videos
3.1			links directly to standard(s) of the lesson
			<u>HIGHER LEVELS</u>
2.1			Projects including analysis, evaluation, synthesis, & creation
2.1			student work exhibits higher cognitive level of thinking
2.2			problem-solving assignments with student responses
2.2			portfolio of projects showing real world applications to topics
			<u>CROSS CURRICULAR/INTERDISCIPLINARY</u>
2.2			educator mtgs to design cross curricular projects
2.2			co-curricular performances tied to subject area

			<u>TECHNOLOGY</u>
3.3			technology integration plan
3.3			21st Century instructional model
			<u>CURRICULUM</u>
2.1			alignment documents (educator, bldg, &/or district)
3.1			<u>EDUCATOR REFLECTIONS</u>
1.1	3.3	4.1	on individual learner development
			<u>DISCIPLINE/PROCEDURES/CLASSROOM MANAGEMENT</u>
1.3			Discipline policy is clear & posted
1.3			Discipline referrals to office (# referrals/behaviors submitted)
1.3			Behavior/Office Referrals (#referrals/behaviors submitted)
1.3			Classroom rules & procedures established collaboratively
1.3			Provides classroom rituals & routines which promote positive student interactions
1.2			classroom rules & procedures established collaboratively
			<u>PARENTS</u>
1.3			Meets with parents
1.3			Responses to parent concerns are handled with professionalism & cultural sensitivity
1.3			Emails to students, parents
1.3			Conducts home visits
1.2			Student &/or parent surveys
3.2			educator provides frequent information to parents regarding student progress
4.1			parent surveys
4.2			parent contact information (log of phone calls, emails, etc)
			<u>OTHER SUPPORT</u>
1.2			Mtgs with SpEd or ESOL Educators for additional student support
1.2			Participation in IEP, ILPS & SIT mtgs
3.1			review of student IEP or ILP & makes accomodations
4.2			maintains confidentiality regarding student & personnel issues
3.1			collaborates with support personnel to make modifications
2.1			Curriculum committee work documentation
1.1			Community/stakeholder input
1.2			attendance data
			<u>CONFERENCES</u>
1.1			Conference Notes with Colleagues
1.1			Parent-Teacher Conference schedule
1.1			Parent-Teacher Conference notes/summary
			<u>PROFESSIONAL DEVELOPMENT</u>
4.1			share information gained from professional development with staff members
4.1			written evaluation of a professional learning experience
4.1			video recording of teaching with feedback from a colleague or administrator
4.1	4.2		professional portfolio (leadership activities)
4.1			student evaluations (of teacher's instructional practices)
4.1			videotapes of lessons
			<u>LEADERSHIP</u>
4.2			attends school events
4.2			volunteers & serves on committees & school projects
4.2			notes from mtgs with mentors/mentees
4.2			minutes of mtgs (IEP, SIT, PLC, Title I, etc.)
4.2			participates in PLCs &/or school & district committees
4.2			participation in educator leader teams (BLT, Team Leader, Site Council, etc.)
4.2			earning a Educator Leader endorsement on teaching license
4.2			agendas created by the educator in a team leadership role
4.2			written communications are clearly written, no errors, convey information in a positive manner
4.2			emails are sent in a timely manner, content is appropriate & educator answers the questions
4.2			copies of emails, letters & newsletters