**Wenatchee Classroom Teacher**

**Evidence and Measures**

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# Criterion #1: Centering instruction on high expectations for student achievement

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| 1.1. The teacher probes incorrect answers with all students in the same manner. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher rephrases questions in response to incorrect answers. * Teacher asks additional questions to further explain. * Teacher breaks questions into smaller parts when students answer incorrectly. * Teacher allows students to collect their thoughts and returns to them at a later time. | * When asked, students say that the teacher does not “let you off the hook” * When asked, students say that the teacher “won’t give up on you” * When asked, students say that the teacher helps them answer questions successfully |
| **Possible Artifacts** | **Possible Impacts** |
| * Tally sheets * Frequency sheets * Revised lesson plans (based on the need to re-teach or to move on) | * Increased participation * Increased engagement * Increased student confidence * Increased teacher awareness of students’ * gaps in knowledge * Assessments: common, formative, and/or   summative |

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| 1.2. The teacher asks questions of all students with the same frequency and depth. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher rephrases questions * Teacher scaffolds questions for all students * Teacher gives wait time equitably * Teacher asks all students complex questions | * When asked, students say that the teacher expects everyone to participate * When asked, students say that the teacher asks difficult questions of every student |
| **Possible Artifacts** | **Possible Impacts** |
| * Tally sheets * Frequency sheets * Lesson plans | * Increased participation * More frequent higher-level discussions and overall thinking * Increased engagement * Assessments: common, formative, and/or * summative |

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| 1.3. The teacher demonstrates value and respect for allstudents. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher does not allow negative comments about any students * Teacher provides all students with nonverbal indications that they are valued and respected:   + Makes eye contact   + Smiles * Teacher provides all students with verbal indications that they are valued and respected:   + Appropriate dialogue   + Addressing students in a manner they view as respectful | * Students treat each other with respect * When asked, students say that the teacher cares for all students |
| **Possible Artifacts** | **Possible Impacts** |
| * Tally sheets * Frequency sheets | * Students feel safe in classroom * Increased participation * Increased engagement |

Criterion #2: Demonstrating effective teaching practices

## 2.1. The teacher facilitates the acquisition of new knowledge.

### 2.1a. The teacher helps students effectively interact with new knowledge.

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| 2.1a.1. The teacher identifies critical information. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher begins the lesson by explaining why upcoming content is important * Teacher tells students to get ready for some important information * Teacher cues the importance of upcoming information in some indirect fashion * Tone of voice * Body position * Level of excitement | * When asked, students can describe the level of importance of the information addressed in class * When asked, students can explain why the content is important to pay attention to * Students visibly adjust their level of engagement |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1a.2. The teacher organizes students to interact with new knowledge. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher has established routines for student grouping and student interaction in groups * Teacher organizes students into ad hoc groups for the lesson * Diads * Triads * Small groups up to about 5 | * Students move to groups in an orderly fashion * Students appear to understand expectations about appropriate behavior in groups * Respect opinions of others * Add their perspective to discussions * Ask and answer questions |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1a.3. The teacher previews new content. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher uses preview question before reading * Teacher uses K-W-L strategy or variation of it * Teacher asks or reminds students what they already know about the topic * Teacher provides an advanced organizer * Outline * Graphic organizer * Teacher has students brainstorm * Teacher uses anticipation guide * Teacher uses motivational hook/launching activity * Anecdotes * Short selection from video * Teacher uses word splash activity to connect vocabulary to upcoming content | * When asked, student can explain linkages with prior knowledge * When asked, students make predictions about upcoming content * When asked, students can provide a purpose for what they are about to learn * Students actively engage in previewing activities |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1a.4. The teacher breaks content into small chunks. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher stops at strategic points in a verbal presentation * While playing a video tape, the teacher turns the tape off at key junctures * While providing a demonstration, the teacher stops at strategic points * While students are reading information or stories orally as a class, the teacher stops at strategic points | * When asked, students can explain why the teacher is stopping at various points * Students appear to know what is expected of them when the teacher stops at strategic points |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1a5. Students actively process new information. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher has group members summarize new information * Teacher employs formal group processing strategies * Jigsaw * Reciprocal Teaching * Concept attainment | * When asked, students can explain what they have just learned * Students volunteer predictions * Students voluntarily ask clarification questions * Groups are actively discussing the content * Group members ask each other and answer questions about the information * Group members make predictions about what they expect next |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1a.6. Students elaborate on new information. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher asks explicit questions that require students to make elaborative inferences about the content * Teacher asks students to explain and defend their inferences * Teacher presents situations or problems that require inferences | * Students volunteer answers to inferential questions * Students provide explanations and “proofs” for inferences |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1a.7. Students record and represent knowledge. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher asks students to summarize the information they have learned * Teacher asks students to generate notes that identify critical information in the content * Teacher asks students to create nonlinguistic representations for new content * Graphic organizers * Pictures * Pictographs * Flow charts * Teacher asks students to create mnemonics that organize the content | * Students’ summaries and notes include critical content * Students’ nonlinguistic representation include critical content * When asked, students can explain main points of the lesson |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1a.8. Students reflect on their learning. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher asks students to state or record what they are clear about and what they are confused about * Teacher asks students to state or record how hard they tried * Teacher asks students to state or record what they might have done to enhance their learning | * When asked, students can explain what they are clear about and what they are confused about * When asked, students can describe how hard they tried * When asked, students can explain what they could have done to enhance their learning |
| **Possible Artifacts** | **Possible Impacts** |
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### 2.1b. The teacher helps students to practice and deepen their understanding of new knowledge.

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| 2.1b.1. The teacher reviews content with students and highlights critical information. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher begins the lesson with a brief review of content * Teacher uses specific strategies to review information * Summary * Problem that must be solved using previous information * Questions that require a review of content * Demonstration * Brief practice test or exercise | * When asked, students can describe the previous content on which new lesson is based * Student responses to class activities indicate that they recall previous content |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1b.2. The teacher organizes students to practice and deepen knowledge. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content * Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process | * When asked, students explain how the group work supports their learning * While in groups, students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process * Asking each other questions * Obtaining feedback from their peers |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1b.3. The teacher uses homework when appropriate. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher communicates a clear purpose for homework * Teacher extends an activity that was begun in class to provide students with more time * Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently | * When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process * Students ask clarifying questions of the homework that help them understand its purpose |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1b.4. Students examine similarities and differences (informational content). | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher engages students in activities that require students to examine similarities and differences between content * Comparison activities * Classifying activities * Analogy activities * Metaphor activities * Teacher facilitates the use of these activities to help students deepen their understanding of content * Ask students to summarize what they have learned from the activity * Ask students to explain how the activity has added to their understanding | * Student Possible Artifacts indicate that their knowledge has been extended as a result of the activity * When asked, about the activity, student responses indicate that they have deepened their understanding * When asked, students can explain similarities and differences * Student Possible Artifacts indicate that they can identify similarities and differences |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1b.5. Students examine errors in reasoning (informational content). | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher asks students to examine information for errors or informal fallacies * Faulty logic * Attacks * Weak reference * Misinformation * Teacher asks students to examine the strength of support presented for a claim * Statement of a clear claim * Evidence for the claim presented * Qualifiers presented showing exceptions to the claim | * When asked, students can describe errors or informal fallacies in information * When asked, students can explain the overall structure of an argument presented to support a claim * Student Possible Artifacts indicate that they can identify errors in reasoning. |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1b.6. Students practice skills, strategies, and processes. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process * Guided practice if students cannot perform the skill, strategy, or process independently * Independent practice if students can perform the skill, strategy, or process independently | * Students perform the skill, strategy, or process with increased confidence * Students perform the skill, strategy, or process with increased competence |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1b.7. Students make revisions to prior knowledge. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher asks students to examine previous entries in their academic notebooks or notes * The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content * Teacher has students explain how their understanding has changed | * Students make corrections to information previously recorded about content * When asked, students can explain previous errors or misconceptions they had about content |
| **Possible Artifacts** | **Possible Impacts** |
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### 2.1c. The teacher helps students generate and test hypotheses about new knowledge.

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| 2.1c.1. The teacher organizes students, and students engage in, tasks involving hypothesis generation and testing. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher establishes the need to generate and test hypotheses * Teacher organizes students into groups to generate and test hypotheses | * When asked, students describe the importance of generating and testing hypotheses about content * When asked, students explain how groups support their learning * Students use group activities to help them generate and test hypotheses |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.1c.2. The teacher provides resources and guidance for tasks involving hypothesis generation and testing. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher makes himself/herself available to students who need guidance or resources * Circulates around the room * Provides easy access to himself/herself * Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks * Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students | * Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks * When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks |
| **Possible Artifacts** | **Possible Impacts** |
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## 2.2. The teacher uses various methods to engage students.

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| 2.2.1. The teacher notices when students are not engaged. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher notices when specific students or groups of students are not engaged * Teacher notices when the energy level in the room is low * Teacher takes action to re-engage students | * Students appear aware of the fact that the teacher is taking note of their level of engagement * Students try to increase their level of engagement when prompted * When asked, students explain that the teacher expects high levels of engagement |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.2.2. The teacher uses non-traditional activities to engage students. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher uses structured games such as Jeopardy, family feud, and the like * Teacher develops impromptu games such as making a game out of which answer might be correct for a given question * Teacher uses friendly competition along with classroom games | * Students engage in the games with some enthusiasm * When asked, students can explain how the games keep their interest and help them learn or remember content |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.2.3. The teacher manages response rates. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher uses wait time * Teacher uses response cards * Teacher has students use hand signals to respond to questions * Teacher uses choral response * Teacher uses technology to keep track of students’ responses * Teacher uses response chaining | * Multiple students or the entire class responds to questions posed by the teacher * When asked, students can describe their thinking about specific questions posed by the teacher |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.2.4. The teacher uses physical movement. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher has students stand up and stretch or related activities when their energy is low * Teacher uses activities that require students to physically move to respond to questions * Vote with your feet * Go to the part of the room that represents the answer you agree with * Teacher has students physically act out or model content to increase energy and engagement * Teacher use give-one-get-one activities that require students to move about the room | * Students engage in the physical activities designed by the teacher * When asked, students can explain how the physical movement keeps their interest and helps them learn |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.2.5. The teacher maintains a lively pace. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher employs crisp transitions from one activity to another * Teacher alters pace appropriately (i.e. speeds up and slows down) | * Students quickly adapt to transitions and re-engage when a new activity is begun * When asked about the pace of the class, students describe it as not too fast or not too slow |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.2.6. The teacher demonstrates intensity and enthusiasm. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher describes personal experiences that relate to the content * Teacher signals excitement for content by: * Physical gestures * Voice tone * Dramatization of information * Teacher overtly adjusts energy level | * When asked, students say that the teacher “likes the content” and “likes teaching” * Students’ attention levels increase when the teacher demonstrates enthusiasm and intensity for the content |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.2.7. The teacher uses friendly controversy. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher structures mini-debates about the content * Teacher has students examine multiple perspectives and opinions about the content * Teacher elicits different opinions on content from members of the class | * Students engage in friendly controversy activities with enhanced engagement * When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on * When asked, students explain how a friendly controversy activity helped them better understand the content |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.2.8. The teacher provides opportunities for students to talk about themselves. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher is aware of student interests and makes connections between these interests and class content * Teacher structures activities that ask students to make connections between the content and their personal interests * When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested | * Students engage in activities that require them to make connections between their personal interests and the content * When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content. |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.2.9. The teacher presents unusual or intriguing information. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher systematically provides interesting facts and details about the content * Teacher encourages students to identify interesting information about the content * Teacher engages students in activities like “Believe it or not” about the content * Teacher uses guest speakers to provide unusual information about the content * Teacher tells stories that are related to the content | * Students’ attention increases when unusual information is presented about the content * When asked, students explain how the unusual information makes them more interested in the content |
| **Possible Artifacts** | **Possible Impacts** |
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| 2.3. The teacher identifies appropriate academic vocabulary aligned to the learning target and uses various strategies for student acquisition. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Uses word walls * Uses vocabulary notebooks * Codes academic vocabulary using colors/symbols * Underlines key words | * Students maintain a vocabulary notebook * Students use academic vocabulary correctly in the current setting * Students refer to and use previous academic vocabulary |
| **Possible Artifacts** | **Possible Impacts** |
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# Criterion #3: Recognizing individual student learning needs and developing strategies to address those needs

## 3.1. The teacher has knowledge to design instruction for individual student learning needs.

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| 3.1.1. The teacher plans and prepares for effective scaffolding of information within lessons. | |
| **Possible Planning Evidence** | **Possible Teacher Evidence** |
| * Content is organized to build upon previous information * Presentation of content is logical and progresses from simple to complex * Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units * The plan anticipates potential confusions that students may experience | * When asked, the teacher can describe the rationale for how the content is organized * When asked, the teacher can describe the rationale for the sequence of instruction * When asked, the teacher can describe how content is related to previous lessons, units or other content * When asked, the teacher can describe possible confusions that may impact the lesson or unit |
| **Possible Artifacts** | **Possible Impacts** |
| * Lesson design * Student assignments and products * Student/teacher self-reflections * Pre- and post- assessments * Collaboration agendas/minutes * Anecdotal records * E-mails * Phone/written logs | * Oral, written, and graphic presentations of findings * Assessments: common, formative, and/or summative |

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| 3.1.2. The teacher plans and prepares for lessons within a unit that progress toward a deep understanding and transfer of content. | |
| **Possible Planning Evidence** | **Possible Teacher Evidence** |
| * Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways * Plans incorporate student choice and initiative * Plans provide for extension of learning | * When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content * When asked, the teacher can describe how students will make choices and take initiative * When asked, the teacher can describe how learning will be extended |
| **Possible Artifacts** | **Possible Impacts** |
| * Lesson design * Student assignments and products * Student/teacher self-reflection * Pre- and post- assessments * Collaboration agendas/minutes * Anecdotal records * E-mails * Phone/written logs | * Oral, written, and graphic presentations of findings * Assessments: common, formative, and/or summative |

## 3.2. The teacher provides interventions to meet individual student learning needs.

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| 3.2.1. The teacher provides interventions to meet individual student learning needs. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher uses differentiation * Teacher uses data for flexible grouping * Teacher implements a variety of classroom interventions * Teacher knows when to move students to the next level of intervention | * Students are aware of the purpose for the intervention * Students show evidence of growth * Students are aware of available resources and accesse them appropriately |
| **Possible Artifacts** | **Possible Impacts** |
| * SMART goals * Grade book * Assessment data * Intervention history * Title/LAP/Migrant-bilingual reports | * Oral, written, and graphic presentations of findings * Assessments: common, formative, and/or summative |

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| 3.2.2. The teacher plans and prepares for the needs of English language learners. | |
| **Possible Planning Evidence** | **Possible Teacher Evidence** |
| * The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson * The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction | * When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson * When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction |
| **Possible Artifacts** | **Possible Impacts** |
| * Lesson design * Student assignments and products * Student/teacher self-reflections * Pre and post assessments * Collaboration agendas/minutes * Anecdotal records * E-mails * Phone/written logs | * Oral, written, and graphic presentations of findings * Assessments: common, formative, and/or summative |

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| 3.2.3. The teacher plans and prepares for the needs of special education students. | |
| **Possible Planning Evidence** | **Possible Teacher Evidence** |
| * The plan describes accommodations and modifications that must be made for individual special education students or groups of students according to the Individualized Education Program (IEP) for a lesson * The plan describes the accommodations and modifications that must be made for individual special education students or groups of students according to the IEP for a unit of instruction | * When asked, the teacher can describe the specific accommodations that must be made for individual special education students or groups of students according to their IEP for a lesson * When asked, the teacher can describe the specific accommodations and modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction |
| **Possible Artifacts** | **Possible Impacts** |
| * Assignments and products * Student/teacher self-reflections * Pre-/ Post assessments * Collaboration agendas/minutes * Anecdotal records * E-mails * Phone/written logs | * Oral, written, and graphic presentations of findings * Assessments: common, formative, and/or summative |

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| 3.2.4. The teacher plans and prepares for the needs of students who come from home environments that offer little support for schooling. | |
| **Possible Planning Evidence** | **Possible Teacher Evidence** |
| * The plan provides for the needs of students who come from home environments that offer little support for schooling * When assigning homework, the teacher takes into consideration the students’ family resources * When communicating with the home, the teacher takes into consideration family and language resources | * When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed * When asked, the teacher can articulate the ways in which the students’ family resources will be addressed when assigning homework * When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources |
| **Possible Artifacts** | **Possible Impacts** |
| * Lesson design * Student assignments and products * Student/teacher self-reflections * Pre / post assessments * Collaboration agendas/minutes * Anecdotal records * E-mails * Phone/written logs | * Oral, written, and graphic presentations of findings * Assessments: common, formative, and/or summative |

## 3.3. The teacher plans and prepares for use of materials and technology.

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| 3.3.1. The teacher plans and prepares for the use of available traditional materials. | | | |
| **Possible Planning Evidence** | | **Possible Teacher Evidence** | |
| * The plan outlines resources within the classroom that will be used to enhance students’ understanding of the content * The plan outlines resources within the school that will be used enhance students’ understanding of the content * The plan outlines resources within the community that will be used to enhance students’ understanding of the content | | * When asked, the teacher can describe the resources within the classroom that will be used to enhance students’ understanding of the content * When asked, the teacher can describe resources within the school that will be used to enhance students’ understanding of the content * When asked, the teacher can describe resources within the community that will be used to enhance students’ understanding of the content | |
| **Possible Artifacts** | | **Possible Impacts** | |
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| 3.3.2. The teacher plans and prepares for the use of available technologies. | |
| **Possible Planning Evidence** | **Possible Teacher Evidence** |
| * The plan identifies available technology that will be used: * Interactive whiteboards * Response systems * Voting technologies * One-to-one computers * Social networking sites * Blogs * Wikis * Discussion Boards * The plan identifies how the technology will be used to enhance student learning | * When asked, the teacher can describe the technology that will be used * When asked, the teacher can articulate how the technology will be used to enhance student learning |
| **Possible Artifacts** | **Possible Impacts** |
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# Criterion #4: Providing clear and intentional focus on subject matter content and curriculum

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| 4.1. The teacher demonstrates a comprehensive understanding of the subject(s) taught. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher appropriately uses content language * Teacher adjusts lesson based on content knowledge * Teacher connects content to the standards * Teacher develops appropriate formative/summative assessments/rubrics * Teacher engages in content discussions with colleagues | * Students explain importance of content * Students provide purpose for what they are learning * Students can summarize and their notes include critical content * Students can make connections to other disciplines and prior knowledge |
| **Possible Artifacts** | **Possible Impacts** |
| * Lesson design * Student assignments and products * Student/teacher self-reflections * Pre / post assessments * Collaboration agendas/minutes * Anecdotal records * Professional development * Student journals | * Oral, written, and graphic presentations of findings * Assessments: common, formative, and/or summative |

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| 4.2. The teacher skillfully uses the adopted curriculum. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher develops appropriate formative/summative assessments and rubrics. * Teacher engages in content discussions with colleagues. * Teacher uses the content language of the adopted curriculum. * Teacher follows the scope and sequence of adopted curriculum. * Teacher creates plans that align to adopted curriculum. * Teacher incorporates curriculum strategies as appropriate. | * Students’ work reflects adopted curriculum * Students use the content language of the adopted curriculum * Students use adopted materials * Students demonstrate critical instructional strategies of adopted curriculum |
| **Possible Artifacts** | **Possible Impacts** |
| * Lesson design integrates adopted material * Student assignments and products * Pre / post assessments * Collaboration agendas/minutes * Professional development * Student journals * Pacing calendars * Curriculum maps | * Oral, written, and graphic presentations of findings * Assessments: common, formative, and/or summative |

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| 4.3. The teacher demonstrates a comprehensive understanding of the standards. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher aligns lessons and assessments to content standards. * Teacher shows evidence of content standards through syllabi. * Teacher communicates standards to parents. * Teacher develops common assessments aligned to the content standards. * Teacher monitors progress toward meeting standards. * Teacher uses vertically adjacent standards. | Students know and explain the standards  Students reflect the content standards through assignments  Students track progress toward meeting standard |
| **Possible Artifacts** | **Possible Impacts** |
| * Lesson plans * Student assignments and products * Pre / post assessments * Collaboration agendas/minutes * Professional development * Student journals * Pacing calendars * Curriculum maps * Teacher reflections * Anecdotal records | * Oral, written, and graphic presentations of findings * Assessments: common, formative, and/or summative |

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| 4.4. The teacher develops, aligns, and communicates clear learning targets (daily) / goals (longer term). | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher has a learning target posted so that all students can see it * The learning target is a clear statement of knowledge, information, or skill, as opposed to an activity or assignment * Teacher makes reference to the learning target or learning goal throughout the lesson * Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it * Teacher makes reference to the scale or rubric throughout the lesson | * When asked, students can explain the learning target for the lesson * When asked, students can explain how their current activities relate to the learning goal * When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric for the learning goal |
| **Possible Artifacts** | **Possible Impacts** |
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# Criterion #5: Fostering and managing a safe, positive learning environment.

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| 5.1. The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher organizes the physical layout of the classroom to have clear traffic patterns * Teacher arranges the physical layout to provide easy access to the materials and enters * Teacher decorates the classroom in a way that enhances student learning | * Students move easily about the classroom * Students use materials and learning centers * Students attend to examples of their work that are displayed * Students attend to information on the bulletin boards * Students focus on instruction |
| **Possible Artifacts** | **Possible Impacts** |
| * Seating charts * Room design * Decor of the classroom * Learning centers and their set-up * Organization of classroom materials and resources | * The environment facilitates learning |

## 5.2. The teacher reviews expectations regarding rules and procedures to ensure effective execution. At K-8, the teacher uses Make Your Day appropriately and effectively.

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| 5.2.1. The teacher establishes and maintains classroom rules and procedures. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher involves students in designing classroom routines * Teacher uses classroom meetings to review and process rules and procedures * Teacher reminds students of rules and procedures * Teacher asks students to restate or explain rules and procedures * Teacher provides cues or signals when a rule of procedure should be used | * Students follow clear routines during class * When asked, students can describe established rules and procedures * When asked, students describe the classroom as an orderly place * Students recognize cues and signals by the teacher * Students regulate their own behavior |
| **Possible Artifacts** | **Possible Impacts** |
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| 5.2.2. The teacher demonstrates awareness of the classroom environment at all times. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher physically occupies all quadrants of the room * Teacher scans the entire room making eye contact with all students * Teacher recognizes potential sources of disruption and deals with them immediately * Teacher proactively addresses inflammatory situations | * Students recognize that the teacher is aware of their behavior * When asked, students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head” |
| **Possible Artifacts** | **Possible Impacts** |
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| 5.2.3. The teacher applies consequences for lack of adherence to rules and procedures. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher provides nonverbal signals when students’ behavior is not appropriate * Eye contact * Proximity * Tap on the desk * Shaking head, no * Teacher provides verbal signals when students’ behavior is not appropriate * Tells students to stop * Tells students that their behavior is in violation of a rule or procedure * Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior) * Teacher Involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior) * Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken) | * Students cease inappropriate behavior when signaled by the teacher * Students accept consequences as part of the way class is conducted * When asked, students describe the teacher as fair in application of rules |
| **Possible Artifacts** | **Possible Impacts** |
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| 5.2.4. The teacher acknowledges adherence to rules and procedures. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher provides nonverbal signals that a rule or procedure has been followed:   + Smile   + Nod of head   + High Five * Teacher gives verbal cues that a rule or procedure has been followed: * Thanks students for following a rule or procedure * Describes student behaviors that adhere to rule or procedure * Teacher notifies the home when a rule or procedure has been followed * Teacher uses tangible recognition when a rule or procedure has been : * Certificate of merit * Token economies | * Students appear appreciative of the teacher acknowledging their positive behavior * When asked, students describe teacher as appreciative of their good behavior * The number of students adhering to rules and procedure increases |
| **Possible Artifacts** | **Possible Impacts** |
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## 5.3. The teacher builds positive relationships with students.

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| 5.3.1. The teacher understands students’ interests and background. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher has side discussions with students about events in their lives * Teacher has discussions with students about topics in which they are interested * Teacher builds student interests into lessons | * When asked, students describe the teacher as someone who knows them and/or is interested in them * Students respond when teacher demonstrates understanding of their interests and background * When asked students say they feel accepted |
| **Possible Artifacts** | **Possible Impacts** |
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| 5.3.2. The teacher uses verbal and nonverbal behaviors that indicate encouragement for students. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher compliments students regarding academic and personal accomplishments * Teacher engages in informal conversations with students that are not related to academics * Teacher uses humor with students when appropriate * Teacher smiles, nods, (etc) at students when appropriate * Teacher puts hand on students’ shoulders when appropriate | * When asked, students describe teacher as someone who cares for them * Students respond to teachers verbal interactions * Students respond to teachers nonverbal interactions |
| **Possible Artifacts** | **Possible Impacts** |
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| 5.3.3. The teacher displays objectivity and control. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher does not exhibit extremes in positive or negative emotions * Teacher addresses inflammatory issues and events in a calm and controlled manner * Teacher interacts with all students in the same calm and controlled fashion * Teacher does not demonstrate personal offense at student misbehavior | * Students are settled by the teacher’s calm demeanor * When asked, the students describe the teacher as in control of himself/herself and in control of the class * When asked, students say that the teacher does not hold grudges or take things personally |
| **Possible Artifacts** | **Possible Impacts** |
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# Criterion #6: Using multiple student data elements to modify instruction and improve student learning.

## 6.1. The teacher uses multiple data elements to guide students in self-reflection and goal setting.

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| 6.1.1. The teacher facilitates tracking of student progress towards learning goals. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher helps students track their individual progress on the learning goal * Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal * Teacher charts the progress of the entire class on the learning goal | * When asked, students can describe their status relative to the learning goal using the scale or rubric * Students systematically update their status on the learning goal |
| **Possible Artifacts** | **Possible Impacts** |
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| 6.1.2 The teacher celebrates student success. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher acknowledges students who have achieved a certain score on the scale or rubric * Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal * Teacher acknowledges and celebrates the final status and progress of the entire class * Teacher uses a variety of ways to celebrate success * Show of hands * Certification of success * Parent notification * Round of applause | * Student show signs of pride regarding their accomplishments in the class * When asked, students say they want to continue to make progress |
| **Possible Artifacts** | **Possible Impacts** |
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| 6.2. The teacher uses multiple data elements to modify instruction. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher differentiates * Teacher accesses multiple data elements * Teacher determines whether re-teaching, practice, or moving forward with instruction is appropriate at both the group and individual level | Students see the teacher modify the instruction |
| **Possible Artifacts** | **Possible Impacts** |
| * Research articles * Record of data analysis * The data itself | * Improved instructional practice * Better use of data |

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| 6.3. The teacher uses multiple data elements to design and modify appropriate student assessments. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher uses the district data system * Teacher modifies the assessments as needed * Teacher analyzes the data | N/A |
| **Possible Artifacts** | **Possible Impacts** |
| * A test map * Assessment data * The original and modified assessments | * Improved assessments (reliable and valid) * A better understanding of the assessments creation process * An increased understanding of the data |

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| 6.4. The teacher uses multiple measures to demonstrate student growth. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher chooses the assessments with the evaluator to determine student growth * Teacher assesses the students using the agreed upon assessments to show student growth | Students understand their growth through the assessments and/or the data system |
| **Possible Artifacts** | **Possible Impacts** |
| * Writing assignments using a common rubric * MAPS tests * Classroom-based assessments * Common formative assessments * IEP process and assessments * DIBELS * WLPT * DRA * Imagine Learning assessments * District-based assessments * Failure-free reading and other corrective assessments | * Increased student growth * Increased number meeting course or grade-level standards |

# Criterion #7: Communicating and collaborating with parents and school/community.

## 7.1. The teacher communicates and collaborates with parents / guardians / school community in a timely and professional manner regarding courses, programs, school events, and grade level expectations.

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| 7.1.1. The teacher communicates and collaborates with parents/guardians and school/community. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher utilizes the appropriate means of communication. * Teacher presents to, works with, or speaks to the school board, ad hoc committees, PTSA, media, advisory groups, etc. * Teacher involves the community in classroom activities. | * Students act as a liaison between the school and the home * Students present to, work with, or speak to the school board, ad hoc committees, PTSA, media, advisory groups, etc. |
| **Possible Artifacts** | **Possible Impacts** |
| * Course syllabus * Classroom news letters * School news letters * Classroom websites * Phone logs * E-mail * Curriculum nights * Teacher presentations * Grants and donations | * Positive interactions with parents and community * Parents and community have up-to-date information * Partnerships with the community |

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| 7.1.2. The teacher promotes positive interactions with colleagues. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher works cooperatively with appropriate school personnel to address issues that impact student learning * Teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust * Teacher accesses available expertise and resources to support students’ learning needs * When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning |  |
| **Possible Artifacts** | **Possible Impacts** |
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| 7.1.3. The teacher promotes positive interactions with students and parents. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust * Teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns * Teacher encourages parent involvement in classroom and school activities * Teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families * Teacher uses multiple means and modalities to communicate with families * Teacher responds to requests for support, assistance and/or clarification promptly * When asked, the teacher can describe instances when he or she interacted positively with students and parents * When asked, students and parents can describe how the teacher interacted positively with them * Teacher respects and maintains confidentiality of student/family information |  |
| **Possible Artifacts** | **Possible Impacts** |
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| 7.2 The teacher communicates individual student progress to parents/guardians in a timely and professional manner and collaborates with parents in support of student learning. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher shares and builds an understanding of student progress with parents * Teacher helps parents be a part of their students’ learning * Teacher encourages parent involvement in their students’ learning | * Students participate in conferences * Students know the teachers and parents communicate |
| **Possible Artifacts** | **Possible Impacts** |
| * Progress reports * Report cards * Letters home * E-mails * Intervention plans * Other correspondence | * Partnerships with parents * Increased student learning |

# Criterion #8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

## 8.1. The teacher collaborates with colleagues about student learning and instructional practices.

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| 8.1.1. The teacher seeks mentorship for areas of need or interest. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher keeps track of specific situations during which he or she has sought mentorship from others * Teacher actively seeks help and input in Professional Learning Community meetings * Teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction * When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction |  |
| **Possible Artifacts** | **Possible Impacts** |
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| 8.1.2. The teacher mentors other teachers and shares ideas and strategies. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher keeps tracks of specific situations during which he or she mentored other teachers * Teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways * Teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors * When asked, the teacher can describe specific situations in which he or she has mentored colleagues |  |
| **Possible Artifacts** | **Possible Impacts** |
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## 8.2. The teacher displays dependability through active participation.

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| 8.2.1. The teacher displays dependability through active participation. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher is punctual * Teacher is prepared for meetings * Teacher works to resolve conflict * Teacher respectfully addresses others * Teacher helps to resolve conflicts * Teacher assists in the effective functioning of a team/group | N/A |
| **Possible Artifacts** | **Possible Impacts** |
| * Meeting minutes * Team norms * Published collective commitments | * Meetings run efficiently and effectively * Agenda objectives met |

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| 8.2.2. The teacher adheres to district and school rules and procedures. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher performs assigned duties * Teacher follows policies, regulations and procedures * Teacher maintains accurate records (student progress, completion of assignments, non-instructional records) * Teacher fulfills responsibilities in a timely manner * Teacher understands legal issues related to students and families * Teacher demonstrates personal integrity * Teacher keeps track of specific situations in which he or she adheres to rules and procedures | N/A |
| **Possible Artifacts** | **Possible Impacts** |
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| 8.2.3. The teacher participates in district and school initiatives. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher participates in school activities and events as appropriate to support students and families * Teacher serves on school and district committees * Teacher participates in staff development opportunities * Teacher works to achieve school and district improvement goals * Teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives | N/A |
| **Possible Artifacts** | **Possible Impacts** |
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## 8.3. The teacher pursues professional development.

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| 8.3.1. The teacher develops a written growth and development plan. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources * When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources |  |
| **Possible Artifacts** | **Possible Impacts** |
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| 8.3.2. The teacher monitors progress relative to the professional growth and development plan. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback) * When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback) |  |
| **Possible Artifacts** | **Possible Impacts** |

## 8.4. The teacher meets growth targets as identified in annual professional goals.

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| 8.4.1. The teacher meets growth targets as identified in annual professional goals. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher identifies three professional goals * Teacher works towards the goals * Teacher assesses progress towards meeting the goals | N/A |
| **Possible Artifacts** | **Possible Impacts** |
| * Goal-setting form * Evidence of progress towards goals | * Improved instructional practices |

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| 8.4.2 The teacher identifies specific areas of pedagogical strength and weakness. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher identifies specific areas of strengths and weaknesses * Teacher keeps track of specifically identified focus areas for improvement * Teacher identifies and keeps track of specific areas identified based on teacher interest * When asked, the teacher can describe how specific areas for improvement are identified |  |
| **Possible Artifacts** | **Possible Impacts** |
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| 8.4.3. The teacher evaluates the effectiveness of individual lessons and units. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher gathers and keeps records of his or her evaluations of individual lessons and units * When asked, the teacher can explain the strengths and weaknesses of specific lessons and units * When asked, the teacher can explain the alignment of the assessment tasks and the learning goals * When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals |  |
| **Possible Artifacts** | **Possible Impacts** |
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| 8.4.4. The teacher evaluates the effectiveness of specific pedagogical strategies and behaviors. | |
| **Possible Teacher Evidence** | **Possible Student Evidence** |
| * Teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups) * Teacher provides a written analysis of specific causes of success or difficulty * When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students |  |
| **Possible Artifacts** | **Possible Impacts** |
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