## Teacher Evidence Sources

### Domain 1: Planning and Preparation

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<tr>
<th>Component</th>
<th>Evidence*</th>
<th>Indicator/“look-fors”</th>
<th>Evidence Collection</th>
</tr>
</thead>
</table>
| 1a: Demonstrating knowledge of content and pedagogy | • Evaluator/teacher conversations  
• Lesson/unit plan  
• Observation | - Adapting to the students in front of you  
- Scaffolding based on student response  
- Teachers using vocabulary of the discipline  
- Lesson and unit plans that reflect important concepts in the discipline  
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills  
- Clear and accurate classroom explanations  
- Accurate answers to students’ questions  
- Feedback to students that furthers learning  
- Interdisciplinary connections in plans and practice | Evaluator/teacher conversations  
- Guiding questions  
- Documentation of conversation (e.g., notes, written reflection.)  
Lesson plans/unit plans  
Observations  
- Notes taken during observation |
| 1b: Demonstrating knowledge of students | • Evaluator/teacher conversations  
• Lesson/unit plan  
• Observation  
• Student / parent perceptions | - Artifacts that show differentiation  
- Artifacts of student interests and backgrounds, learning style, outside of school commitments (work, family responsibilities, etc.)  
- Differentiated expectations based on assessment data/aligned with IEPs  
- Formal and informal information about students gathered by the teacher for use in planning instruction  
- Student interests and needs learned by the teacher for use in planning  
- Teacher participation in community cultural events  
- Teacher-designed opportunities for families to share their heritages  
- Database of students with special needs | Evaluator/teacher conversations  
- Guiding questions  
- Documentation of conversation (e.g., notes, written reflection)  
Lesson plans/unit plans  
Observations  
- Notes taken during observation  
Optional  
- Student / Parent surveys |
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| 1c: Setting instructional outcomes | • Evaluator/teacher conversations  
• Lesson/unit plan  
• Observation | - Same learning target, differentiated pathways  
- Students can articulate the learning target when asked  
- Targets reflect clear expectations that are aligned to standards  
- Checking on student learning and adjusting future instruction  
- Use of entry/exit slips  
- Outcomes of a challenging cognitive level  
- Statements of student learning, not student activity  
- Outcomes central to the discipline and related to those in other disciplines  
- Outcomes permitting assessment of student attainment  
- Outcomes differentiated for students of varied ability | Evaluator/teacher conversations  
- Guiding questions  
- Documentation of conversation (e.g., notes, written reflection)  
Lesson plans/unit plans  
Observations  
- Notes taken during observation |
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</table>
| 1d:       | • Evaluator/teacher conversations  
             • Lesson/unit plan  
             • Observation | - College courses  
             - Collaboration with colleagues  
             - Evidence of teacher seeking out resources (online or other people)  
             - Materials provided by the district  
             - Materials provided by professional organizations  
             - A range of texts  
             - Internet resources  
             - Community resources  
             - Ongoing participation by the teacher in professional education courses or professional groups  
             - Guest speakers | Evaluator/teacher conversations  
             – Guiding questions  
             – Documentation of conversation (e.g., notes, written reflection)  
             Lesson plans/unit plans  
             Observations  
             – Notes taken during observation lesson plan |
| 1e:       | • Evaluator/teacher conversations  
             • Lesson/unit plan  
             • Observation  
             • Pre-observation form  
             • Learning targets  
             • Entry slips/exit slips | - Grouping of students  
             - Variety of activities  
             - Variety of instructional strategies  
             - Same learning target, differentiated pathways  
             - Lessons that support instructional outcomes and reflect important concepts  
             - Instructional maps that indicate relationships to prior learning  
             - Activities that represent high-level thinking  
             - Opportunities for student choice  
             - Use of varied resources  
             - Thoughtfully planned learning groups  
             - Structured lesson plans | Evaluator/teacher conversations  
             – Guiding questions  
             – Documentation of conversation (e.g., notes, written reflection)  
             Lesson plans/unit plans  
             Observations  
             – Notes taken during observation lesson plan  
             Optional  
             – Pre observation form  
             – Learning targets  
             – Entry / exit slips |
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| 1f: Designing student assessment | • Evaluator/teacher conversations  
• Lesson/unit plan  
• Observation  
• Formative and summative assessments and tools | - Uses assessment to differentiate instruction  
- Students have weighed in on the rubric or assessment design  
- Lesson plans indicating correspondence between assessments and instructional outcomes  
- Assessment types suitable to the style of outcome  
- Variety of performance opportunities for students  
- Modified assessments available for individual students as needed  
- Expectations clearly written with descriptors for each level of performance  
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction | Evaluator/teacher conversations  
- Guiding questions  
- Documentation of conversation (e.g., notes, written reflection)  
Lesson plans/unit plans  
Observations  
- Notes taken during observation  
Optional  
- Formative and summative assessments and tools (i.e., rubrics, scoring guides, checklists)  
- Student developed assessments |
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</table>
| 2a: Creating an environment of respect and rapport | • Evaluator / teacher conversations • Observations • Video • Illustrations of response to student work | - Active listening  
- Response to student work: Positive reinforcement, respectful feedback, displaying or using student work  
- Respectful talk, active listening, and turn-taking  
- Acknowledgement of students’ backgrounds and lives outside the classroom  
- Body language indicative of warmth and caring shown by teacher and students  
- Physical proximity  
- Politeness and encouragement  
- Fairness | Evaluator/teacher conversations  
- Guiding questions  
- Documentation of conversation (e.g., notes, written reflection)  
- Use questions on observation forms (especially describing students in class) | Observations  
- Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)  
- Observer takes notes during pre- and post- observation conferences | Optional  
- Video  
- Response to student work |}

| 2b: Establishing a culture for learning | • Observations • Student assignments • Lesson plan • Video/photos | - Belief in the value of what is being learned  
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation  
- Expectation of high-quality work on the part of students  
- Expectation and recognition of effort and persistence on the part of students  
- Confidence in students’ ability evident in teacher’s and students’ language and behaviors  
- Expectation for all students to participate  
- Use of variety of modalities  
- Student Assignments: Rigor, Rubrics Used, | Observations  
- Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)  
- Observer takes notes during pre- and post- observation conferences  
- Observer interacts with student about what they are learning | Student Assignments  
- Teacher provides examples of student work | Optional  
- Lesson plan  
- Video / Photo |
## Domain 2: The Classroom Environment

<table>
<thead>
<tr>
<th>Component</th>
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<th>Indicator/“look for”</th>
<th>Evidence Collection</th>
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<tbody>
<tr>
<td><strong>2c: Managing classroom procedures</strong></td>
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<tr>
<td>• <strong>Observations</strong></td>
<td></td>
<td>- Smooth functioning of all routines</td>
<td><strong>Observations</strong></td>
</tr>
<tr>
<td>• Syllabus</td>
<td></td>
<td>- Little or no loss of instructional time</td>
<td>- Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</td>
</tr>
<tr>
<td>• Parent communication</td>
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<td>- Students playing an important role in carrying out the routines</td>
<td>- Observer takes notes on what is happening at what time, tracking student engagement / time on task, classroom artifacts on procedures</td>
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<td></td>
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<td>- Students knowing what to do, where to move</td>
<td><strong>Optional</strong></td>
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<td></td>
<td></td>
<td></td>
<td>- Syllabus</td>
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<td></td>
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<td></td>
<td>- Communications to Students / Parents</td>
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<td><strong>2d: Managing student behavior</strong></td>
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<tr>
<td>• <strong>Observations</strong></td>
<td></td>
<td>- Clear standards of conduct, possibly posted, and possibly referred to during a lesson</td>
<td><strong>Observations</strong></td>
</tr>
<tr>
<td>• Disciplinary records/plans</td>
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<td>- Teacher awareness of student conduct</td>
<td>- Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</td>
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<tr>
<td>(content)</td>
<td></td>
<td>- Preventive action when needed by the teacher</td>
<td>- Observer may tally positive reinforcement vs. punitive disciplinary action</td>
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<tr>
<td>• Student / parent feedback</td>
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<td>- Fairness</td>
<td><strong>Optional</strong></td>
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<tr>
<td>• Parent communications</td>
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<td>- Absence of misbehavior</td>
<td>- Disciplinary records/plans (content)</td>
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<td></td>
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<td>- Reinforcement of positive behavior</td>
<td>- Student / Parent Feedback</td>
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<td>- Culturally responsive practices</td>
<td>- Parent Communications</td>
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<td>- Time on task, posting classroom rules, positive reinforcement</td>
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<td>- Absence of acrimony between teacher and students concerning behavior</td>
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| 2e: Organizing physical space | Observations, Video/Photos, Online course structure | - Pleasant, inviting atmosphere  
- Safe environment  
- Accessibility for all students  
- Furniture arrangement suitable for the learning activities  
- Effective use of physical resources, including computer technology, by both teacher and students | Observations  
- Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)  
- Observer records classroom physical features on standard form or makes a physical map  
Optional  
- Photos, Videos  
- Online course structure |

## Domain 3: Instruction

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<tr>
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</table>
| 3a: Communicating with students | Observations, Assessed student work, Communications with students, Handouts with instructions, Formative assessments | - Clarity of lesson purpose  
- Clear directions and procedures specific to the lesson activities  
- Absence of content errors and clear explanations of concepts and strategies  
- Students comprehension of content  
- Correct and imaginative use of language  
- Assessed student work - specific feedback  
- Use of electronic communication: Emails, Wiki, Web pages  
- Formative Assessments: Exit / Entry Slips | Observations  
- Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic). Dialogue with students and accurate / precise dialogue  
- Observer collects examples of written communications (emails / notes)  
Assessed Student Work  
- Teacher provides samples of student work & written analysis after each observation or end of semester  
Optional  
- Electronic Communication  
- Handouts with instructions |
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<tr>
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<td>– Formative Assessments</td>
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<tr>
<td>Component</td>
<td>Evidence*</td>
<td>Indicator/“look-fors”</td>
<td>Evidence Collection</td>
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<tr>
<td>3b: Using questioning and discussion techniques</td>
<td>Observations</td>
<td>- Questions of high cognitive challenge, formulated by both students and teacher</td>
<td>Observations</td>
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<tr>
<td></td>
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<td>- Questions with multiple correct answers or multiple approaches, even when there is a</td>
<td>- Observer “scripts” lesson or takes notes on specially –</td>
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<tr>
<td></td>
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<td>single correct response</td>
<td>designed form (paper or electronic)</td>
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<td></td>
<td>- Effective use of student responses and ideas</td>
<td>- Observer tracks student responses</td>
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<td>- Discussion, with the teacher stepping out of the central, mediating role</td>
<td>Optional</td>
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<td>- High levels of student participation in discussion</td>
<td>- Lesson plan</td>
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<td>- Student Work: Write/Pair/Share, student generated discussion questions, online</td>
<td>- Videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>discussion</td>
<td>- Student work</td>
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<td>- Focus on the reasoning exhibited by students in discussion, both in give-and-</td>
<td>- Discussion forums</td>
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<td>take with the teacher and with their classmates</td>
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*Evidence Collection:
- Observations
- Lesson plan
- Videos
- Student work
- Discussion forums

Optional
- Lesson plan
- Videos
- Student work
- Discussion forums
<table>
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<tr>
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<tr>
<td><strong>Component</strong></td>
<td><strong>Observations</strong></td>
<td>Activities aligned with the goals of the lesson - Student enthusiasm, interest, thinking, problem-solving, etc. - Learning tasks that require high-level student thinking and invite students to explain their thinking - Students highly motivated to work on all tasks and persistent even when the tasks are challenging - Students actively “working,” rather than watching while their teacher “works” - Suitable pacing of the lesson: neither dragging out nor rushed, with time for closure and student reflection - Student–student conversation - Student directed or led activities / content</td>
<td><strong>Observations</strong> - Observer “scripts” lesson or takes notes on specially–designed form (paper or electronic) - Observer tracks student participation, time on task, examines student work, and teacher / student interactions</td>
</tr>
<tr>
<td>3c: Engaging students in learning</td>
<td>- Lesson plans - Student work - Use of technology/ instructional resources</td>
<td><strong>Formative / summative Assessment tools</strong> - The teacher paying close attention to evidence of student understanding - The teacher posing specifically created questions to elicit evidence of student understanding - The teacher circulating to monitor student learning and to offer feedback - Students assessing their own work against established criteria - Assessment tools: use of rubrics - Formative / Summative assess tools: frequency, descriptive feedback to students - Lesson plans adjusted based on assessment</td>
<td><strong>Optional</strong> - Lesson plans - Student work - Use of technology/instructional resources</td>
</tr>
<tr>
<td><strong>Component</strong></td>
<td><strong>Observations</strong></td>
<td><strong>Formative / Summative Assessment tools</strong></td>
<td><strong>Observations</strong></td>
</tr>
<tr>
<td>3d: Using assessment in instruction</td>
<td>- Lesson plans - Conversations w / evaluator</td>
<td>- Teacher provides formative and summative assessment tools or data</td>
<td><strong>Optional</strong> - Lesson plans - Conversations with evaluator</td>
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| 3e: Demonstrating flexibility and responsiveness | Observations | - Incorporation of students’ interests and daily events into a lesson  
- The teacher adjusting instruction in response to evident of student understanding (or lack of it)  
- Teacher seizing on a teachable moment  
- Lesson Plans: Use of formative assessment, use of multiple instructional strategies | Observations  
- Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)  
- Takes notes on teacher taking advantage of teachable moments |
|          | Lesson plans  
Use of supplemental instructional resources  
Student feedback | | |

## Domain 4: Professional Responsibilities

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| 4a: Reflecting on teaching | Evaluator/teacher conversations  
Observations  
Teacher PD goals/plan  
Student / parent feedback | - Revisions to lesson plans  
- Notes to self / journaling  
- Listening for analysis of what went well and didn’t go well  
- Specific examples of reflection from the lesson  
- Ability to articulate strengths and areas for development  
- Capture student voice (survey, conversation w/ students)  
- Varied data sources (observation data, parent feedback, evaluator feedback, peer feedback, student work, assessment results)  
- Accurate reflections on a lesson  
- Citation of adjustments to practice that draw on a repertoire of strategies | Evaluator/Teacher conversations  
- Guiding questions  
- Documentation of conversation (e.g., notes, written reflection.) |
|          | | | Optional  
- Grade book  
- PD plan  
- Student / parent survey  
- Observations |
## Domain 4: Professional Responsibilities

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<tr>
<td>4b: Maintaining Accurate Records</td>
<td>• Evaluator/teacher conversations&lt;br&gt;• Lesson/unit plan&lt;br&gt;• Grade Book&lt;br&gt;• Artifact – teacher choice&lt;br&gt;• Systems for data collection</td>
<td>- Information about individual needs of students (IPs, etc.)&lt;br&gt;- Logs of phone calls/parent contacts/emails&lt;br&gt;- Student’s own data files (dot charts, learning progress, graphs of progress, portfolios)&lt;br&gt;- Routines and systems that track student completion of assignments&lt;br&gt;- Systems of information regarding student progress against instructional outcomes&lt;br&gt;- Processes of maintaining accurate non-instructional records</td>
<td>Evaluator/Teacher conversations:&lt;br&gt; - Guiding questions&lt;br&gt; - Documentation of conversation (e.g., notes, written reflection)&lt;br&gt;Lesson plans/unit plans&lt;br&gt;Optional&lt;br&gt; - Grade book&lt;br&gt; - PD plan&lt;br&gt; - Progress reports</td>
</tr>
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<p>| 4c: Communicating with families | - Logs of phone calls/parent contacts/emails&lt;br&gt; - Observation during parent teacher meeting or conference | - Interaction with PTA or parent groups or parent volunteers&lt;br&gt;- Daily assignment notebooks Requiring parents to discuss and sign off on assignments&lt;br&gt;- Proactive or creative planning for parent-teacher conferences (including students in the process)&lt;br&gt;- Frequent and culturally appropriate information sent home regarding the instructional program and student progress&lt;br&gt;- Two-way communication between the teacher and families&lt;br&gt;- Frequent opportunities for families to engage in the learning process | Logs of communication with parents&lt;br&gt; - Teacher log of communication (who, what, why, when, “so what”?)&lt;br&gt; - Progress reports, etc. |</p>
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<td><strong>4d: Participating in the professional community</strong></td>
<td>Observation - Attendance at PD sessions - Mentoring other teachers - Seeking mentorship</td>
<td>- Inviting people into your classroom - Using resources (specialists, support staff) - Regular teacher participation with colleagues to share and plan for student success - Regular teacher participation in professional courses or communities that emphasize improving practice - Regular teacher participation in school initiatives - Regular teacher participation in and support of community initiatives</td>
<td><strong>Observations</strong></td>
</tr>
<tr>
<td><strong>4e: Growing and developing professionally</strong></td>
<td>• Evaluator/teacher conversations • Observation • Lesson/unit plan • Professional development plan • Mentoring involvement • Attendance or presentation at professional organizations / conferences / workshops / PLCs • Membership in professional associations or organizations • Action research</td>
<td>- Frequent teacher attendance in courses and workshops; regular academic reading - Participation in learning networks with colleagues; freely shared insights - Participation in professional organizations supporting academic inquiry</td>
<td><strong>Evaluator/Teacher conversations</strong></td>
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<td>4f: Showing professionalism</td>
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<tr>
<td>- Evaluator/Teacher conversations</td>
<td>- Obtaining additional resources to support students individual needs above and beyond normal expectations (i.e., staying late to meet with students)</td>
<td></td>
<td>Evaluator/Teacher conversations</td>
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<tr>
<td>- Observation of participation in PLC meetings or school leadership team meetings</td>
<td>- Mentors other teachers</td>
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<td>– Guiding questions</td>
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<td>- Scheduling and allocation of resources</td>
<td>- Draws people up to a higher standard</td>
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<td>– Documentation of conversation (e.g., notes, written reflection)</td>
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<td>- School and out-of-school volunteering</td>
<td>- Having the courage to press an opinion respectfully</td>
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<td>Optional</td>
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<td></td>
<td>- Being inclusive with communicating concerns (open, honest, transparent dialogue)</td>
<td></td>
<td>– Teacher provides documents to evaluator at end of year/semester</td>
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<td></td>
<td>- The teacher having a reputation as being trustworthy and often sought as a sounding board</td>
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<td>– Written reflection</td>
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<td>- The teacher frequently reminding participants during committee or planning work that students are the highest priority</td>
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<td>– Parent and student survey</td>
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<td>- The teacher supporting students, even in the face of difficult situations or conflicting policies</td>
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<td>– Observing teacher interacting with peers/students/families</td>
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<td>- The teacher challenging existing practice in order to put students first</td>
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<td>– Record of unethical behavior</td>
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<td>- The teacher consistently fulfilling district mandates regarding policies and procedures</td>
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