Teacher Evidence Sources

Domain 1: Planning and Preparation			
Component	**Evidence***	**Indicator/"look-fors"**	**Evidence Collection**
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

Domain 1: Planning and Preparation			
Component	**Evidence***	**Indicator/"look-fors"**	**Evidence Collection**

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

Domain 1: Planning and Preparation			
Component	**Evidence***	**Indicator/"look-fors"**	**Evidence Collection**

1d: Demonstrating knowledge of resources	• **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: Designing coherent instruction	• **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
			Optional
			  – Pre observation form
			  – Learning targets
			  – Entry / exit slips

Domain 1: Planning and Preparation			
Component	**Evidence***	**Indicator/"look-fors"**	**Evidence Collection**

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

Domain 2: The Classroom Environment			
Component	**Evidence***	**Indicator/"look fors"**	**Evidence Collection**

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			
Component	**Evidence***	**Indicator/"look fors"**	**Evidence Collection**
		Teacher Feedback, Student Work Samples - Use of Technology: Appropriate Use - High expectations for expression and work products	

2c: Managing classroom procedures	• **Observations**
	• Syllabus
	• Parent communication
		- Smooth functioning of all routines
		- Little or no loss of instructional time
		- Students playing an important role in carrying out the routines
		- Students knowing what to do, where to move
			Observations
			  – Observer "scripts" lesson or takes notes on specially – designed form (paper or electronic)
			  – Observer takes notes on what is happening at what time, tracking student engagement / time on task, classroom artifacts on procedures
			Optional
			  – Syllabus
			  – Communications to Students / Parents

2d: Managing student behavior	• **Observations**
	• Disciplinary records/plans (content)
	• Student / parent feedback
	• Parent communications
		- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
		- Teacher awareness of student conduct
		- Preventive action when needed by the teacher
		- Fairness
		- Absence of misbehavior
		- Reinforcement of positive behavior
		- Culturally responsive practices
		- Time on task, posting classroom rules, positive reinforcement
		- Absence of acrimony between teacher and students concerning behavior
			Observations
			  – Observer "scripts" lesson or takes notes on specially – designed form (paper or electronic)
			  – Observer may tally positive reinforcement vs. punitive disciplinary action
			Optional
			  – Disciplinary records/plans (content)
			  – Student / Parent Feedback
			  – Parent Communications

Domain 2: The Classroom Environment			
Component	**Evidence***	**Indicator/"look fors"**	**Evidence Collection**

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			
Component	**Evidence***	**Indicator/"look-fors"**	**Evidence Collection**

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

Domain 3: Instruction			
Component	Evidence*	Indicator/"look-fors"	Evidence Collection
			– Formative Assessments

Domain 3: Instruction			
Component	**Evidence***	**Indicator/"look-fors"**	**Evidence Collection**

3b: Using questioning and discussion techniques	• **Observations**
	• Lesson plan
	• Videos
	• Student work
	• Discussion forums
		- Questions of high cognitive challenge, formulated by both students and teacher
		- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
		- Effective use of student responses and ideas
		- Discussion, with the teacher stepping out of the central, mediating role
		- High levels of student participation in discussion
		- Student Work: Write/Pair/Share, student generated discussion questions, online discussion
		- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
			Observations
			  – Observer "scripts" lesson or takes notes on specially – designed form (paper or electronic)
			  – Observer tracks student responses
			Optional
			  – Lesson plan
			  – Videos
			  – Student work
			  – Discussion forums

Domain 3: Instruction			
Component	**Evidence***	**Indicator/"look-fors"**	**Evidence Collection**
3c: Engaging students in learning	• **Observations** • Lesson plans • Student work • Use of technology/ instructional resources	- 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	**Observations** – 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 Optional – Lesson plans – Student work – Use of technology/instructional resources
3d: Using assessment in instruction	• **Observations** • **Formative / summative Assessment tools** • Lesson plans • Conversations w / evaluator	- 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	**Observations** – Observer "scripts" lesson or takes notes on specially – designed form (paper or electronic) **Formative / Summative Assessment Tools** – Teacher provides formative and summative assessment tools or data Optional – Lesson plans – Conversations with evaluator

Domain 3: Instruction			
Component	**Evidence***	**Indicator/"look-fors"**	**Evidence Collection**
3e: Demonstrating flexibility and responsiveness	• **Observations** • Lesson plans • Use of supplemental instructional resources • Student feedback	- 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 Optional – Lesson plans – Use of supplemental instructional resources – Student Feedback

Domain 4: Professional Responsibilities			
Component	**Evidence***	**Indicator/"look-fors"**	**Evidence Collection**
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			
Component	**Evidence***	**Indicator/"look-fors"**	**Evidence Collection**
4b: Maintaining Accurate Records	• **Evaluator/teacher conversations** • **Lesson/unit plan** • Grade Book • Artifact – teacher choice • Systems for data collection	- Information about individual needs of students (IPs, etc.) - Logs of phone calls/parent contacts/emails - Student's own data files (dot charts, learning progress, graphs of progress, portfolios) - Routines and systems that track student completion of assignments - Systems of information regarding student progress against instructional outcomes - Processes of maintaining accurate non-instructional records	**Evaluator/Teacher conversations:** – Guiding questions – Documentation of conversation (e.g., notes, written reflection) **Lesson plans/unit plans** Optional – Grade book – PD plan – Progress reports
4c:Communicating with families	– **Logs of phone calls/parent contacts/emails** – Observation during parent teacher meeting or conference	- Interaction with PTA or parent groups or parent volunteers - Daily assignment notebooks Requiring parents to discuss and sign off on assignments - Proactive or creative planning for parent-teacher conferences (including students in the process) - Frequent and culturally appropriate information sent home regarding the instructional program and student progress - Two-way communication between the teacher and families - Frequent opportunities for families to engage in the learning process	**Logs of communication with parents** – Teacher log of communication (who, what, why, when, "so what"?) – Progress reports, etc.

Domain 4: Professional Responsibilities			
Component	**Evidence***	**Indicator/"look-fors"**	**Evidence Collection**
4d: Participating in the professional community	− **Observation** − **Attendance at PD sessions** − Mentoring other teachers − Seeking mentorship	- 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	**Observations** − Notes taken during observation **Attendance at PD sessions** Optional − PLC agendas − Evidence of community involvement − Evidence of mentorship or seeking to be mentored
4e: Growing and developing professionally	• **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	- 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	**Evaluator/Teacher conversations** − Guiding questions − Documentation of conversation (e.g., notes, written reflection) **Lesson plans/unit plans** **Observations** − Notes taken during observation Optional − PD plan − PLC agendas − Evidence of participating in PD − Evidence of mentorship or seeking to be mentored − Action research

Domain 4: Professional Responsibilities			
Component	**Evidence***	**Indicator/"look-fors"**	**Evidence Collection**

4f: Showing professionalism	• **Evaluator/Teacher conversations**
	• Observation of participation in PLC meetings or school leadership team meetings
	• Scheduling and allocation of resources
	• School and out-of-school volunteering
		- Obtaining additional resources to support students individual needs above and beyond normal expectations (i.e., staying late to meet with students)
		- Mentors other teachers
		- Draws people up to a higher standard
		- Having the courage to press an opinion respectfully
		- Being inclusive with communicating concerns (open, honest, transparent dialogue)
		- The teacher having a reputation as being trustworthy and often sought as a sounding board
		- The teacher frequently reminding participants during committee or planning work that students are the highest priority
		- The teacher supporting students, even in the face of difficult situations or conflicting policies
		- The teacher challenging existing practice in order to put students first
		- The teacher consistently fulfilling district mandates regarding policies and procedures
			Evaluator/Teacher conversations
			  – Guiding questions
			  – Documentation of conversation (e.g., notes, written reflection)
			Optional
			  – Teacher provides documents to evaluator at end of year/semester
			  – Written reflection
			  – Parent and student survey
			  – Observing teacher interacting with peers/students/families
			  – Record of unethical behavior