

Suggested Evidence Samples

Key:

E = Elementary

M = Middle School

H = High School

Domain 1: Planning and Preparation

Components and Essential Elements	Suggested Evidence Samples
<p>1A. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy 	<ul style="list-style-type: none"> • Preparing lessons based on recently accepted views of best practice, i.e. use of differentiated instruction (E,M,H) • Lesson and unit plans that reflect important concepts in the discipline (M,H) • Interdisciplinary connections in plans and practice (E,M,H) • Taking graduate level courses or district approved PD in a discipline or in general teaching techniques (E,M,H) • Taking an active role in adapting the CCSS and PARCC Model Content Frameworks to their teaching (E,M,H) • Revision of curriculum maps based on district and department reviews (E,M,H,)
<p>1B. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs 	<ul style="list-style-type: none"> • Lesson plans illustrating an understanding of student backgrounds and interests outside of school, cultural heritage, and special needs (E,M,H) • Display of decorations, student work, and interest grabbers, which align with the backgrounds of students and relate to the curriculum (E,M,H) • Use of student surveys to gauge student interests (M,H)
<p>1C. Selecting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance 	<ul style="list-style-type: none"> • Explain how instructional goals relate to district goals, Power Standards, state and national content standards for a single lesson (E,M,H)

<ul style="list-style-type: none"> • Suitability for diverse learners 	<ul style="list-style-type: none"> • Pre and Post observation discussions regarding the appropriateness of goals for students in a specific class (E,M,H)
<p>1D. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students 	<ul style="list-style-type: none"> • Clear displays of available resources via <ul style="list-style-type: none"> ○ Posters (E,M,H) ○ Edline postings (E,M,H) ○ Referencing different resources during instruction (E,M,H) ○ Incorporating a variety of resources into daily lesson plans (E,M,H)
<p>1E. Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 	<ul style="list-style-type: none"> • Creation of a unit plan, which lasts for several weeks and illustrates <ul style="list-style-type: none"> ○ Use of a variety of materials and methodologies (E,M,H) ○ Demonstrates a consistent, pertinent flow of information, and assessment materials (E,M,H)
<p>1F. Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<ul style="list-style-type: none"> • Use of a variety of assessment strategies and tools including formative and summative assessments (E,M,H) • Use of IAP's consistent with district guidelines (E) • Use of quarterly or benchmark assessments (M,H) • Use of formative assessment strategies in lesson (E,M,H)

Domain 2: The Classroom Environment

Components and Essential Elements	Suggested Evidence Samples
<p>2A. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interactions with students • Student interactions with other students 	<ul style="list-style-type: none"> • Exhibiting and reinforcing expected behaviors when they manifest in students (E,M,H) • Appropriate use of physical proximity (E,M,H) • Teacher and student body language (E,M,H) • Teacher and student encouragement (E,M,H) • Teacher and student active listening

	(E,M,H)
2B. Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work 	<ul style="list-style-type: none"> • Positive interactions between teacher and students with appropriate tone used (E,M,H,) • Conversations with students reveal they understand the teacher's high academic and social expectations (E,M,H) • Expectations are high and supported through verbal and nonverbal behaviors (E,M,H) • Expectations for all students to participate (E,M,H)
2C. Managing Classroom Procedures <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals 	<ul style="list-style-type: none"> • Written classroom management plan and list of procedures (E,M,H) • Evidence that students understand and abide by classroom procedures (E,M,H) • Classroom procedures and expectations posted for student reference (E,M,H) • Little or no loss of instructional time (E,M,H)
2D. Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior 	<ul style="list-style-type: none"> • Observation of teacher established and maintained standards of behavior, possibly posted and possibly referred to during lesson (E,M,H) • Teacher awareness of student conduct (E,M,H) • Reinforcement of positive behavior (E,M,H) • Absence of misbehavior (E,M,H)
2E. Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources 	<ul style="list-style-type: none"> • Teacher plan explains the physical makeup of the classroom and why it is the best possible setting for student learning to occur (E,M,H) • Physically safe environment (E,M,H) • Effective use of physical resources like computer, smart board etc. if available (E,M,H) • Accessibility for all students (E,M,H)

Domain 3: Instruction

Components and Essential Elements	Suggested Evidence Samples
<p>3A. Communicating Clearly and Accurately</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 	<ul style="list-style-type: none"> • Observation of oral or written communication during class regarding clear statement of lesson purpose (E,M,H) • Clear directions and written procedures specific to lesson activities (E,M,H) • Evidence of written communication (posted syllabi or course scope and sequence) with parents (E,M,H) • Evidence of written or oral contributions to school groups or committees (E,M,H)
<p>3B. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	<ul style="list-style-type: none"> • Observation of the use of questions during class (can be written as part of planning) (E,M,H) • Questions from high end of Bloom's Taxonomy formulated by both teacher and students (M,H) • Open ended questions with multiple right answers (E,M,H)
	<ul style="list-style-type: none"> • High level of student participation (E,M,H) • Discussion with teacher stepping out of central role (M,H)
<p>3C. Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing 	<ul style="list-style-type: none"> • Activities aligned with goals of the lesson (E,M,H) • Students exhibit enthusiasm and interest (E,M,H) • Learning tasks that require high-level student thinking (E,M,H) • Students "actively" working rather than watching teacher (E,M,H) • Students highly motivated to work on all tasks and persist even when tasks are challenging (E,M,H) • Suitable pacing of lesson: neither dragging nor rushed, with time for

<p>3D. Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Students self-assessment and monitoring of work 	<p>closure and reflection (E,M,H)</p> <ul style="list-style-type: none"> • Teacher portfolio of student work containing teacher and student comments about pieces of student work (E,M,H) • Criteria for assessment presented to students in advance in a clear and age appropriate manner (E,M,H) • Teacher circulates to monitor student learning and offer feedback (E,MH) • Teacher poses specifically-created questions to elicit evidence of student understanding (E,M,H) • Students provided opportunity to self-assess and reflect (journal writing, portfolio reflection etc.) (E,M,H)
<p>3E. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 	<ul style="list-style-type: none"> • Mid-lesson adjustments made as needed for example to address student lack of understanding (E,M,H) • Teacher capitalized on “teachable moment” (E,M,H) • Incorporation of student interests and events of the day into lesson (E,M,H) • Teacher demonstrates use of alternative approaches to help students be successful (E,M,H)

Domain 4: Professional Responsibilities

Components and Essential Elements	Suggested Evidence Samples
<p>4A. Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching 	<ul style="list-style-type: none"> • Teacher maintained journal (E,M,H) • Lesson plan notes (E,M,H) • Involvement in PLC's (E,M,H)
<p>4B. Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 	<ul style="list-style-type: none"> • Review of Teacher grade book, assignment sheets, records of parental contact, incident reports and classroom non-instructional duties (E,M,H)
<p>4C. Communicating With Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students 	<ul style="list-style-type: none"> • Family contact log (E,M,H) • Newsletters or announcements sent home or emailed (E,M,H)

<ul style="list-style-type: none"> Engagement of families in the instructional program 	<ul style="list-style-type: none"> Updated Edline page (E,M,H) Two-way communication between teacher and families (E,M,H)
<p>4D. Participating in a Professional Community</p> <ul style="list-style-type: none"> Relationships with colleagues Involvement in a culture of professional inquiry Service to the school Participation in school and district projects 	<ul style="list-style-type: none"> My Learning Plan log of PD (E,M,H) <ul style="list-style-type: none"> Committee meetings PD workshops PD conferences Chaperoning dances, athletic events etc. (E,M,H) Community service log (E,M,H)
<p>4E. Growing and Developing Professionally</p> <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues Service to the profession 	<ul style="list-style-type: none"> Evidence of current courses taken in specific content area or general educational practices (E,M,H) Participates in team, PLC or other collegial groups and networks to improve practice (E,M,H) Active in professional organizations (memberships) (E,M,H)
<p>4F. Showing Professionalism</p> <ul style="list-style-type: none"> Integrity and ethical conduct Service to students Advocacy Decision making Compliance with school and district regulations 	<ul style="list-style-type: none"> Acts with honesty and integrity (E,M,H) Teacher places students first in all considerations of practice (written and verbal examples) (E,M,H) Teacher consistently fulfills school district mandates regarding policies and procedures (E,M,H)