

Teacher Evaluation- Suggested Artifacts & Evidence

Domain 1 - Planning and Preparation	Domain 2 - Classroom Environment
<p>1a. Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> Professional Development in the content area (courses, workshops) Lesson Plans incorporating best practices Sharing new knowledge with peers In-service trainings Use assessment data to plan instruction 	<p>Component 2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> Teacher interaction with students Student interactions with other students Teacher establishes relationships with each student Teacher shows an appreciation for each child as an individual Teacher provides opportunities for students to get to know and accept each other Teacher establishes (with students) and communicates classroom procedures and rules Teacher encourages students to take intellectual risks and be creative Classroom Rules Posted Classroom Jobs are established with students having the opportunity to choose a job <p>Component 2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> Establishing importance of the content Setting expectations for learning and achievement Evidence must be in the classroom – the look of the room, student work displayed (scored or rated with written feedback); nature of the interactions and tone of conversations with and among students reflect they are interested in and value learning and hard work. Bulletin boards have student work displayed/students create Literature circles and book groups are organized and led by students Math groups are differentiated by both teacher and students <p>Component 2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> Management of instructional groups, transitions, materials and supplies Supervision of volunteers and paraprofessionals Evidence in the classroom – teacher explains, re-teaches and implements procedures Procedures are posted in the classroom, communicated in writing to students and families early in the year When working in co-teaching or collaborative models, each person is appropriately utilized with ease of transition from person to person Students assist with procedures such as attendance, Friday Folders, clean up, and dismissal <p>Component 2d: Managing Student Behavior</p> <ul style="list-style-type: none"> Monitoring of student behavior Response to student misbehavior Age appropriate and culturally consistent standards Rules are made clear to all and are posted in the classroom Rules/expectations are clearly and consistently applied (no favoritism is evident) and posted in classroom Classroom rhythm is only minimally disrupted; student dignity is maintained Preventive and intervening strategies are appropriately applied Teacher has system to track behavior Teacher often points out positive behaviors for all students <p>Component 2e: Organizing Physical Space</p> <ul style="list-style-type: none"> Spaces for reading, quiet and noisy activities are provided Furniture arrangement is appropriate for large and small group activities and main teaching area is visible to all students Centers for exploration of content in the form of labs, circles, etc. Safety is evident; no bags, trash, clothing, etc.; aisles between desks, tables, etc. provide good traffic flow; school-wide procedures for emergency exiting or lockdown are provided. Materials are accessible; teaching aids, boards, charts, projectors/computers are skillfully positioned and utilized School-wide procedures for emergency exiting or clear the hall drills are provided
<p>1b. Knowledge of Students</p> <ul style="list-style-type: none"> Review cumulative file of student Personal Plans of Progress Instructional Grouping Techniques System for student information Learning styles test Previous teachers 	
<p>1c. Selecting Instructional Goals</p> <ul style="list-style-type: none"> Lesson Plans (show relationship to standards) Standards are posted in classroom Curriculum map, calendar Evidence of modified curriculum (intervention plans, IEPs, enrichment) Grade level/Team Agendas and minutes 	
<p>1d. Knowledge of Resources</p> <ul style="list-style-type: none"> List of resources with varying levels to accommodate students (notes, assessments, anecdotal records) Demonstration of school/community resources (UA, sped). Could use lesson plans. Record of human resources (i.e. speakers, parent volunteers, civic groups, classroom visitors, field trips). Evidence of collaboration and learning with peers and colleagues. Enrichment/Support Math binders 	
<p>1e. Designing Coherent Instruction</p> <ul style="list-style-type: none"> Lesson Plans show progression of continuity Curriculum Mapping Teacher and student reflection of lessons, learning, or feedback (written or oral) Student developed rubric tied to specific goals Concept Maps, Graphic Organizers Meaningful/respectful Tasks 	
<p>1f. Assessing Student Learning</p> <ul style="list-style-type: none"> Assignments and assessment that are clearly identified Documentation of how student learning of standards are assessed Performance assessments tasks (student samples) Rubrics Student Portfolios with reflections Vary assessment techniques meeting all learning styles. 	

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Domain 3 - Instruction	Domain 4 - Personal and Professional Responsibilities
<p>Component 3a: Communicating with Students</p> <ul style="list-style-type: none"> • Explicit expectations for learning, directions and procedures • Vivid, expressive language is used to enhance student experience • Clear limits are set, including time factors • Language is audible, legible; correct usage, spelling, etc. is apparent • Teacher models rich vocabulary for students • Teacher gives expectations and instructions both orally and written, depending on the needs of students • Teacher uses interactive whiteboard, manipulatives, and other visuals during instruction 	<p>4a. Reflecting on Teaching</p> <ul style="list-style-type: none"> • Written reflection on lesson taught • Lesson plans with reflective notations • Pre and Post Tests with explanations • Anecdotal Records • Projects • Portfolios • Student Survey • Samples of Student Work • Peer Observations
<p>Component 3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Essential question is posted for each lesson; question is asked by teacher and answered by students throughout the lesson • Questions engage students in an exploration of content, are not rapid fire, low level, recitation of facts • “Think time” is allowed before responses • Teacher probes to seek clarification, i.e. “explain...”, “give an explanation for...” • All students are engaged in discussion; not just a few, students often take initiative • Teacher stays on topic, uses follow-up, rephrases and applies what students contribute or pose • Essential questions are posted in classroom and explained to students • “Think, pair, share” and “Turn and Talk” techniques are used • Teacher probes to seek clarification, i.e. explain, give an example • Teacher has a procedure to ensure that all students are participating in discussions • Teacher uses follow-up, rephrases and applies what students contribute or pose 	<p>4b. Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Grade book • Lesson Plan Book • Student Documentation • Math/Literacy Assessments
<p>Component 3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments adapted to students’ learning styles and levels • Knowledge of instructional goal(s) established • Instructional materials and resources adapted to needs of students • Teachers uses of examples and metaphors that illustrate new learning; teacher connects with student knowledge, interests and culture • Teacher promotes problem-solving; permits choice, encourages depth-find patterns, tests hypotheses, requires thought; is relevant and authentic • Materials and resources are ready for student use with little or no disruption • Structure of lesson is maintained; pacing is appropriate with a beginning, a middle, and end (closure) • Groups are based on formative assessments and instructional goals • Groupings are differentiated based on student knowledge, interests, ability 	<p>4c. Communicating with Families</p> <ul style="list-style-type: none"> • Classroom Webpage/Blog • Notes to parents • Copies of e-mails to parents • Letters to parents • Open House/Parent Night • Parent/Teacher/Student Conferences
<p>Component 3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Using assessment criteria established by District and following timelines • Monitoring of student learning/assessment • Effective feedback that is specific, descriptive, understandable • All feedback is provided in a timely fashion, “on the spot”, or on work products, as needed to support learning • Comments give students information needed to improve performance • Opportunities for self-assessment and self-monitoring of progress 	<p>Component 4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> • Positive/professional relationships with colleagues • Involvement in a culture of professional inquiry • Participation in school and district projects • Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities • Chairing committees, teams, etc. or coordinating programs • Movement beyond one’s own classroom • Work with grade level colleagues to accomplish school goals
<p>Component 3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Response to individual students’ academic needs • Adjustments to learning that improve student experience or clarify confusion • Teacher abandons lesson all together or coordinates a spontaneous event • Teacher possesses an extensive repertoire of strategies such that transitions are seamless; students may not be aware that a change has occurred • Teacher adjusts lessons or reteaches a lesson as needed • Lessons are adapted for needs of specific learners 	<p>Component 4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill through participation in professional development opportunities • Receptivity to feedback from colleagues • The teacher voluntarily examines and shares research on class performance and best practice strategies • Takes leadership roles, participates in school and district committees • Subscribes to professional/trade journals • Attends professional conferences and shares with colleagues upon return
	<p>Component 4f: Showing Professionalism</p> <ul style="list-style-type: none"> • Displays integrity and ethical conduct • Advocacy • Decision making • Compliance with school and district regulations • Daily interactions with students • Helpfulness for needy students • Advocates for underserved students • Is open-minded and willing to adopt new approaches • Uses data to support actions • Sets long-term goals and takes responsibility for own professional growth • Demonstrates high ethical standards through compliance with school/district codes and community expectations