

APPR Evidence Collection Support Form:

Standard/Element 1. Knowledge of Students and Student Learning (10%)	Evidence
1.1 Knowledge of child development including social, emotional, cognitive, language, and physical. (25%)	<ul style="list-style-type: none"> • Understands typical and atypical characteristics of students in class • Lesson plan considers developmental needs of students
1.2 Knowledge of current research based knowledge of learning, language acquisition, theories and processes. (5%)	<ul style="list-style-type: none"> • Lesson design reflects varied and appropriate literacy strategies • Research cited in lesson design
1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all children. (20%)	<ul style="list-style-type: none"> • Plans for differentiation of instruction • Plans address strengths, interests and experiences of students
1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning. (15%)	<ul style="list-style-type: none"> • Parent Portal, phone logs, email, written correspondences etc.
1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family and community factors that influences their students' learning. (20%)	<ul style="list-style-type: none"> • Plans instruction based on students' background
1.6 Knowledge and understanding of technological and information literacy and how they affect student learning. (15%)	<ul style="list-style-type: none"> • Plans include available technological tools and communication strategies to engage students • Plans integrate 21st century skills

Standard/Element 2. Knowledge of Content and Instructional Planning (19%)	Evidence
2.1 Knowledge of the content including relationships among central concepts, tools of inquiry, and structures and current development within their discipline. (15%)	<ul style="list-style-type: none"> • Fluent about content, concepts and details of the discipline • Understands standards • Identifies key concepts and themes
2.2 Understands how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts. (10%)	<ul style="list-style-type: none"> • Relates the discipline and other disciplines to real world contexts • Provides opportunities for individual and collaborative critical thinking • Higher order thinking skills
2.3 Uses a broad range of instructional strategies to make the subject matter accessible. (10%)	<ul style="list-style-type: none"> • Plans for differentiated instruction/strategies • Plans for engagement and self directed learning
2.4 Establishes goals and expectations for all students that are aligned with the learning standards and allow for multiple pathways to achievement. (20%)	<ul style="list-style-type: none"> • Sets high expectations in planning • Plans/activities match standards • Incorporates 21st Century skills
2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge. (25%)	<ul style="list-style-type: none"> • Uses student prior knowledge in planning • Plans contemplate challenges • Scaffolding is present
2.6 Evaluates and utilizes curricular materials and other resources to promote student success in metering learning goals. (20%)	<ul style="list-style-type: none"> • Plans use of space, time, technology and resources effectively • Supplemental materials provided

Standard/Element 3. Instructional Practice (30%)	Evidence
3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. (10%)	<ul style="list-style-type: none"> • Collaborative Learning Groups • Do Now • Instruction is closely tied to Common Core Standards • Balance Math instruction Evident • LC Based instruction • Madeline Hunter Lesson Plan • Group discussions/engagement • Interactions with teacher and peers
3.2 Communicates clearly and accurately with students to maximize their understanding and learning. (20%)	<ul style="list-style-type: none"> • Questioning techniques challenge higher level thinking • Directions and explanations are clear and varied • Teacher respond to students to enhance understanding • Visual Aids/Graphic Organizers • Objective clearly displayed
3.3 Sets high expectation and creates challenging learning experiences for students. (15%)	<ul style="list-style-type: none"> • Models appropriate outcomes with students • Clear behavioral/learning expectations/strategies • Teach rubric criteria • Implement rigorous learning/enrichment activities to support objective
3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage, students, and promote achievement. (25%)	<ul style="list-style-type: none"> • Differentiation • Use of technology • All students given opportunities/choices to demonstrate learning • Active Closure

<p>3.5 Engages students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and technology. (10%)</p>	<ul style="list-style-type: none"> • Collaborative grouping • Bloom’s Taxonomy • Class/group discussions • Inquiry based learning • Use of technology for problem solving • Provides opportunity for individual written responses
<p>3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs. (20%)</p>	<ul style="list-style-type: none"> • Monitors/adjusts instruction based on formative assessment data • Timely, relevant feedback to students • Adjusts pacing • Establishes progress monitoring check points

Standard/Element 4. Learning Environment (21%)	Evidence
4.1 Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive. (20%)	<ul style="list-style-type: none"> • Mutually respectful/safe learning environment • Respectful student interactions • Interactions are appropriate to the age and the culture of the students • Classroom rules and routines are established and communicated
4.2 Teachers create an intellectually challenging and stimulating learning environment. (30%)	<ul style="list-style-type: none"> • Teacher demonstrates enthusiasm for learning • Models appropriate outcomes with students • Rigorous learning/enrichment activities to support objective • Students are actively engaged in learning activities • Uses questioning at a variety of levels • Interactive teaching and cooperative activities are evident
4.3 Manages the learning environment for the effective operation of the classroom. (30%)	<ul style="list-style-type: none"> • Uses routines and procedures (Do Now, Harry Wong) • Clear rules/expectations/directions • Instructional groups with purpose • Smooth transitions and appropriate pacing • Mixture of teacher and student directed activities
4.4 Organizes and utilizes available resources (physical space, time, technology) to create a safe and productive learning environment. (20%)	<ul style="list-style-type: none"> • Uses available resources and technologies • Safety Procedures clear and observable • Organizes the physical space to

	accommodate student learning <ul style="list-style-type: none">• Effective use of support staff/ community
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Standard/Element 5. assessment for Student Learning (10%)	Evidence
5.1 Designs, adapts, selects, and uses a range of assessments tools and processes to measure and document student learning and growth. (25%)	<ul style="list-style-type: none"> • Multiple formats are used for assessments • Testing accommodations are implemented per IEP/504
5.2 Understands, analyzes, interprets, and uses assessment data to monitor student progress and to plan differentiated instruction. (15%)	<ul style="list-style-type: none"> • Differentiates lessons based upon student data • Uses data to develop lessons • Engages students in self assessment and goal setting
5.3 Communicates information about various components of the assessment system. (10%)	<ul style="list-style-type: none"> • Explains and teaches any rubric used to evaluate student work • Provides exemplars • Students are made aware of essential questions/objective
5.4 Reflects upon and evaluates the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly (20%)	<ul style="list-style-type: none"> • Starting with the end in mind • Uses the data driven decision making process
5.5 Prepares students to understand the format and directions of assessment used and the criteria by which the student will be evaluated. (30%)	<ul style="list-style-type: none"> • Provides students with test taking strategies • Models the format of assessment • Rubric/criteria for success is provided

Standard/Element 6. Professional Responsibilities and Collaboration (5%)	Evidence
6.1 Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities. (10%)	<ul style="list-style-type: none"> • Contacts parents, coaches, counselors, etc. • Teachers are consistent in upholding building practices • Teacher interactions with stakeholder model ethical behavior (Honest and Fair)
6.2 Engages and collaborates with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. (15%)	<ul style="list-style-type: none"> • Participates in district, building level and community activities
6.3 Communicates with families, guardians, and caregivers to enhance student development and success. (20%)	<ul style="list-style-type: none"> • Uses phone/contact log, parental portal, newsletters, web page, conference, copies of documents etc. • Creates and provides written information/handouts/resources
6.4 Manages and performs non-instructional duties in accordance with school district guidelines or other applicable expectations. (30%)	<ul style="list-style-type: none"> • Complies with District policies and procedures in non-instructional areas (duties, discipline, attendance, etc.) • Timely submission for required paperwork (grades, report cards, and progress reports, etc.) • Reports to school, class and duties on time
6.5 Understands and complies with relevant laws and policies related to students' rights and teachers' responsibilities. (25%)	<ul style="list-style-type: none"> • Confidentiality, FERPA, CPS referrals, DASA, Etc. • CSE procedures • Deadlines

Standard/Element 7. Professional Growth (5%)	Evidence
7.1 Reflects on practice to improve instructional effectiveness and guide professional growth. (30%)	<ul style="list-style-type: none"> • Examines/analyzes student learning data for professional development (example: Lit. Collab.) • Adjust practice to reflect suggestions made by observers • Reflects on biases
7.2 Sets goals for and engages in ongoing professional development needed to continuously improve teaching competencies. (25%)	<ul style="list-style-type: none"> • Uses PD to build personal capacity • Uses appropriate goals to address weaknesses and improve teaching
7.3 Communicates and collaborates with students, colleagues, other professionals and the community to improve practice. (30%)	<ul style="list-style-type: none"> • Seeks feedback from stakeholders (Surveys) • Collaborates with peers to improve practice (Data Teams) • Feedback to others is offered in professional, supportive manner
7.4 Remains current in their knowledge of content and pedagogy by utilizing professional resources. (15%)	<ul style="list-style-type: none"> • In-service work • Offers information from professional journals or organizations to inform work