

NOTE: A **Bold Standard Number** (e.g. **1.1**) indicates that standard was addressed in the Teacher Forms (i.e. Pre-Observation Form; Teacher Reflection Form; Professional Responsibilities Form). Standards 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3 and 4.4 are unique to the Administrative Forms. In fact, all of these “unaddressed” standards specifically appear on the Observation Evidence Collection Form (Admin-R).

Pre-Obs. Conf. Evidence Collection (Admin-R)

Today's Date:

Observation Date:

Evaluator's Name:

The teacher will provide evidence of student development and performance through the analysis of artifacts of teacher practice, such as the lesson plan for the upcoming lesson to be observed.

Prior to the conference, the teacher prepares the lesson plan template and completes the pre-observation form for the evaluator. Between the two activities, the teacher should address the questions and evidence below.

At the conference, the teacher presents and shares data with the evaluator who collects evidence.

This form will be filled out multiple times throughout the school year. Please remember to date/time stamp all comments as well as initial them.

Lesson Name:

Lesson Name:

Lesson Name:

Lesson Name:

1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

- Describes developmental characteristics of students
- Creates developmentally appropriate lessons

1.2 Teachers demonstrate current, research-based knowledge of learning and language acquisition, theories and processes.

- Uses strategies to support learning and language acquisition
- Uses current research

1.3 Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests, and experiences of all students.

- Meets diverse learning needs of all students
- Plans for student strengths, interests, and experiences

1.4 Teachers acquire knowledge of individual students, families, guardians, and/or caregivers to enhance students' learning.

- Communicates with parents, guardians, and/or caregivers

1.5 Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family and community factors that influence their students' learning.

- Incorporates the knowledge of school community and environmental factors
- Incorporates multiple perspectives

1.6 Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

- Understands technological literacy.

2.1 Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their disciplines.

- Understands key concepts and themes in the discipline
- Understands key disciplinary language
- Uses current developments in pedagogy and content
- Understands learning standards

2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts.

- Incorporates diverse social and cultural perspectives
- Incorporates individual and collaborative critical thinking and problem solving
- Incorporates disciplinary and cross-disciplinary learning experiences

2.3 Teachers use a broad range of instructional strategies to make subject matter accessible.

- Designs instruction to meet diverse learning needs of students
- Designs learning experiences that connect to students' life experiences
- Designs self-directed learning experiences

2.4 Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

- Aligns learning standards
- Articulates learning objectives/goals with learning standards

2.5 Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

- Designs instruction using current levels of student understanding
- Designs learning experiences using prior knowledge

2.6 Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

- Organizes physical space
- Incorporates technology
- Organizes time
- Selects materials and resources

5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.

- Uses assessments to establish learning goals and inform instruction

- Measures and records student achievement
- Aligns assessments to learning goals
- Implements accommodations and modifications

5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

- Analyzes assessment data
- Uses assessment data to set goals and provide feedback to students
- Engages students in self-assessment

Please attach any files to support evidence indicated above (optional)

Observation Evidence Collection (Admin-R)

The evaluator will observe the teacher's lesson and record evidences below.

- Teacher facilitates learning
- Evaluator collects evidence by observing teacher and students
- Evaluator may speak with students to gather additional evidence
- Teacher collects student work samples for analysis

This form will be filled out for multiple observations this school year. Please remember to date/time stamp each comment and initial each comment.

Lesson/Observer/Date: Lesson/Observer/Date: Lesson/Observer/Date: Lesson/Observer/Date:

1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical development levels.

- Describes developmental characteristics of students
- Creates developmentally appropriate lessons

3.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

- Aligns instruction to standards
- Uses research-based instruction
- Engages students

3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.

- Provides directions and procedures
- Uses questioning techniques
- Responds to students
- Communicates content

3.3 Teachers set high expectations and create challenging learning experiences for students.

- Establishes high expectations
- Articulates measures of success
- Implements challenging learning experiences

3.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

- Differentiates instruction
- Implements strategies for mastery of learning outcomes

3.5 Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and use of technology.

- Provides opportunities for collaboration
- Provides synthesis, critical thinking and problem-solving

3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

- Uses formative assessment
- Provides feedback during and after instruction
- Adjusts pacing

4.1 Teachers create a mutually respectful , safe and supportive learning environment that is inclusive of every student.

- Interacts with students
- Supports student diversity
- Reinforces positive interactions among students

4.2 Teachers create an intellectually challenging and stimulating learning environment.

- Establishes high expectations for achievement
- Promotes student curiosity and enthusiasm
- Promotes student pride in work and accomplishments

4.3 Teachers manage the learning environment for the effective operation of the classroom.

- Establishes expectations for student behavior
- Establishes routines, procedures and transitions
- Establishes instructional groups

4.4 Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

- Organizes the physical environment
- Manages volunteers and paraprofessionals
- Establishes classroom safety

5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.

- Use assessments to establish learning goals and inform instruction

- Measures and records student achievement
- Aligns assessments to learning goals
- Implements accommodations and modifications

5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

- Analyzes assessment data
- Uses assessment data to set goals and provide feedback to students
- Engages students in self-assessments

5.3 Teachers communicate information about various components of the assessment systems.

- Accesses and interprets assessments

5.4 Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.

- Understands assessment measures and grading procedures
- Establishes and assessment system

5.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

- Communicates purposes and criteria
- Provides preparation and practice
- Provides assessment skills and strategies

7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

- Reflects on evidence of student learning
- Reflects on biases
- Plans professional growth

Evidence for other standards / elements:

Comments

Prof Responsibilities Evidence Collect (Admin-R)

Observation Date:

Evaluator's Name:

In addition to actual instruction, teaching involves both the planning that happens before students enter the classroom and the reflection and professional actions taken in response to various kinds of information and feedback about their teaching. Teachers can use a number of ways to gather this information (unit analysis, videotape analysis, data gathering, peer evaluation, etc.) These activities allow the teacher to select events that will further develop an understanding of the teacher's work.

6.1 Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

- Demonstrates ethical, professional behavior
- Advocates for students
- Demonstrates ethical use of information and information technology
- Completes training to comply with state and local requirements and jurisdictions

6.2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

- Supports the school as an organization with a vision and mission
- Participates on an instructional team
- Collaborates with the larger community

6.3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

- Engages families
- Communicates student performance

6.4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

- Maintains records
- Manages time and attendance
- Maintains classroom and school resources and materials
- Participates in school and district events

6.5 Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

- Communicates policies
- Maintains confidentiality
- Reports concerns
- Adheres to policies and contractual obligations
- Accesses resources

7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

- Reflects on evidence of student learning
- Reflects on biases
- Plans professional growth

7.2 Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.

- Sets goals
- Engages in professional growth

7.3 Teachers communicate and collaborate with students colleagues, other professionals, and the community to improve practice.

- Gives and receives constructive feedback
- Collaborates

7.4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

- Accesses professional memberships and resources
- Expands knowledge base

Upload any supporting files or documents below:

Areas of Strength:

- Expectations for learning
- Explanations of content
- Quality of questions
- Student grouping
- Structure and pacing
- Monitoring of student learning
- Directions and procedures
- Use of oral and written language
- Discussion techniques
- Activities and assignments
- Assessment criteria
- Feedback to students

Comments:

Post Conference Evidence Collection (Admin-R)

Name of Evaluator:

Today's Date:

Observation Date:

The teacher will share with the evaluator his or her assessment of student work and self-reflection on the success of the lesson observed to develop additional evidence related to the lesson and reflection.

Part 1: Teacher submits student work and reflection prior to conference; evaluator reviews student work and reflection, collecting additional evidence.

Part 2: Teacher and evaluator discuss the success of the lesson.

5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.

- Uses assessments to establish learning goals and inform instruction
- Measures and records student achievement
- Aligns assessments to learning goals
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- Plans professional growth

Evidence for other standards / elements:

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