Overview:

During fall, 2018, EPP faculty selected four completers to participate in a pilot case study. These completers were selected because they teach at a partner school where EPP faculty teach onsite methods course. The completers agreed to assist EPP faculty with the design of the case study with regard to instruments and methodology. EPP faculty visited completer classrooms and conducted a one-hour observation of a lesson. In addition to the observation, the completers agreed to share their professional learning plans with faculty. Spring 2019 EPP faculty and participants will review the observations as well as the PLPs to determine ways in which those instruments will be used to assess future participants and their impact on student learning. A case study protocol has been developed and EPP faculty is working with these completers to make determinations regarding the instruments used to assess student learning as well as effective teaching strategies. Preliminary recommendations are that completers determined EDUCATE Alabama would be a more appropriate tool for assessing completer teaching effectiveness. Danielson will be replaced with this instrument in the future studies.

Instructional Framework Observation - Evidence – Artifacts - Documentation Form
Evaluator should assume teacher is proficient (3) in each scoring criteria. Evidence/Artifact(s)-No evidence other than observation notes is required to show proficient.

Criterion 1: Centering instruction on high expectations for student achievement.

Components/Indicators	* Proficient	Principal	Teacher	Rating
2b Establishing a Culture for Learning • Belief in the value of what is being learned • High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation • Expectations of high-quality work on the part of students • Expectations and recognition of effort and persistence on the part of the students • High expectation for expression and work products	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.		Teacher reinforced positive behaviors, set expectations, and held students accountable.	3

| **3a Communicating with Students**
• Clarity of lesson and purpose
• Clear directions and procedures specific to the lesson activities
• Absence of content errors and clear expectations of concepts and strategies
• Correct and imaginative use of language | The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning and explains procedures and directions clearly. Teacher's explanation of content is well-scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests. | | Lesson was clear and well organized – showed students how to brainstorm ideas and how to make "notes" before writing. | **3** |

Components/Indicators	* Proficient	Principal	Teacher	Rating
3c Engaging Students in Learning • 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 tasks are challenging • Students actively "working," rather than watching while their teacher "works" • Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.		Students were engaged and listening intently – responses from students were insightful. Teacher provided personal examples to support student thinking.	3

Criterion 2: Demonstrating effective teaching practices.

Components/Indicators	* Proficient	Principal	Teacher	Rating
3b Using Questioning and Discussion Techniques • 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 • Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates • High levels of student participation and discussion	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.		Teacher asked students questions about their interests, as well as questions to promote thinking. Students were active participants in the lesson and had a system for ensuring all students were contributing.	3
4a Reflecting on Teaching • Accurate reflection on a lesson • Citation of adjustments to practice that draw on	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes			3

a repertoire of strategies	and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.			

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Components/Indicators	* Proficient	Principal	Teacher	Rating
1b Demonstrating Knowledge of Students • Formal and informal information about students gathered by the teacher for use in planning and instruction • Student interests and needs learned by the teacher for use in planning • Able to identify students' special needs	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.		Students represented a wide range of abilities – addressed individual needs of students.	3
3e Demonstrating Flexibility and Responsiveness • Incorporation of students' interests and daily events into a lesson • The teacher adjusting instruction in response to evidence of student understanding (or lack of it) • The teacher seizing on a teachable moment	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans an accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.		Adjusted lesson "in process" because not all students remembered what "synonyms" are. Stopped and reminded students.	3
3.1 Establish Student Growth Goals	Establishes appropriate student growth goals for subgroups of students not reaching full learning potential. Goals identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goals.			3

3.2 Achievement of Student Growth Goals	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.			3
<mark>Could grade lesson -</mark> <mark>Lesson was on informational writing</mark> <mark>Started lesson by reviewing what students learning – stated explicitly Learning Outcome</mark> <mark>Developed an organizer/non ?? representation on how to organize their writing.</mark> Teacher listed intently and responded to students and incorporated their interests in responses. She was respectful in how she approached these cultural differences.	Led a whole group to write a P?? on informative topics Graphic organizer was color coded Led students to select a topic-gave them a cue to remember what to write – example, "go, go, go" GREEN. Addressed cultural differences during lesson. Many students celebrate holidays differently. She accommodated for this by asking students how they celebrate the holidays differently.			

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

Components/Indicators	* Proficient	Principal	Teacher	Rating
1a Demonstrating Knowledge of Content and Pedagogy • 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	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.		Focused on academic language – addressed misconceptions and supported language needs.	3
1c Setting Instructional Outcomes • 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	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.		Teacher circulated the room and individually discussed the learning targets with students.	3
1d Demonstrating Knowledge of Resources • Materials provided by the district • Material provided by professional organizations • A range of texts • Internet resources • Community resources • Ongoing participation by the teacher in professional education courses or professional	Teacher displays awareness of resources, not only through the school and district, but also through sources external to the school and on the internet available for classroom use, for the expansion of his or her own knowledge and for student.		Promethian Board was used to give students access to visuals – promoted interactive learning.	3

groups • Guest speakers				
1e Designing Coherent Instruction • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans	Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations. They represent significant, cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.		Created a graphic organizer and learning cues to support the learning outcome.	3

Criterion 5: Fostering and managing a safe, positive learning environment.

Components/Indicators	* Proficient	Principal	Teacher	Rating
2a Creating an Environment of Respect and Rapport • Respectful talk, active listening, and turn-taking • Acknowledgment 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	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.		Environment was respectful. Spoke respectfully to students and expected student to speak respectful to each other.	3
2c Managing Classroom Procedures • 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	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.			3

	With minimal guidance and prompting, students follow established classroom routines.			
2d Managing Student Behavior • Clear standards of conduct, possibly posted, and possibly referred to during lesson • Absence of acrimony between teacher and students concerning behavior • Teacher awareness of student conduct • Preventative action when needed by the teacher • Absence of misbehavior • Reinforcement of positive behavior	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.			3
2e Organizing Physical Space • 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	The classroom is safe and learning is accessible to all students. Teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.		Physical space was not cluttered. It was well organized and clean. Students had access to materials.	3

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Components/Indicators	* Proficient	Principal	Teacher	Rating
1f Designing Student Assessments • 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	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.			3

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 the instruction	Teacher intends to use assessment results to plan for future instruction for groups of students.			
3d Using Assessment in Instruction • 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 is used regularly by teacher and or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self –assessment. Questions, prompts, assessments are used to diagnose evidence of learning.		<mark>Students formatively assessed during whole</mark> group, as well as individually in small groups.	3
4b Maintaining Accurate Records • 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	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.			3
6.1 Establish student Growth Goal(s)	Establishes appropriate student growth goals for whole classroom. Goals identify multiple high-quality sources of data to monitor, adjust, and evaluate achievement of goals.		Goals were explicitly stated before moving to small groups.	3
6.2 Achievement of Student Growth Goal(s)	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.			3

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Components/Indicators	* Proficient	Principal	Teacher	Rating
1f Designing Student Assessments • 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 minuts-to-minute decision making by the teacher during the instruction	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.			3
3d Using Assessment in Instruction • 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 is used regularly by teacher and or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self –assessment. Questions, prompts, assessments are used to diagnose evidence of learning.			3
4b Maintaining Accurate Records • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.			3

• Processes of maintaining accurate non-instructional records				
6.1 Establish Student Growth Goal(s)	Establishes appropriate student growth goals for whole classroom. Goals identify multiple high-quality sources of data to monitor, adjust, and evaluate achievement of goals.			3
6.2 Achievement of Student Growth Goal(s)	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.			3

Criterion 7: Communicating and collaborating with parents and the school community.

Components/Indicators	* Proficient	Principal	Teacher	Rating
4c Communicating with Families • 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	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.			3

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Components	* Proficient	Principal	Teacher	Rating
4d Participating in a Professional Community • 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	Teacher's relationships with colleagues are characterized by mutual support and cooperation. Teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.			3
4e Growing and Developing Professionally • Frequent teacher attendance and participation in job-embedded professional development • Participation in learning networks with colleagues; freely shared insights	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues-either when made by supervisors			3

	or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.			
4f Showing Professionalism • 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.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.			3
8.1 Establish Student Growth Goals, Implement, and Monitor Growth	Consistently and actively collaborates with other grade, school, or district team members to establish goals, to develop and implement common, high quality measures, and to monitor growth and achievement during the year.			3

Examples of Teacher Evidence/Artifacts for Non-observable Components		
Lesson plans	Phone logs	Exit tasks
Evaluator should assume teacher is proficient (3) in each scoring criteria. Evidence/Artifact(s)-No evidence other than observation notes is required to show proficient.		
Videos of teaching practice	Posted routines	Curriculum development
Assignment design	Posted rules and goals	Leading professional development activities
Use of data	Teacher work products	Peer assistance
Learning objectives	Student reflection journals	Mentoring coaching
Learning targets	Programs	Student work samples
Rubric development	Guest speakers	Common assessments
Emails	Work with special education teachers to modify curriculum	Formative assessments/Summative assessments

Instructional Framework Observation - Evidence – Artifacts – Documentation Form

Criterion 1: Centering instruction on high expectations for student achievement.

Components/Indicators	* Proficient	Principal	Teacher	Rating

2b Establishing a Culture for Learning • Belief in the value of what is being learned • High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation • Expectations of high-quality work on the part of students • Expectations and recognition of effort and persistence on the part of the students • High expectation for expression and work products	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.		Teacher promoted a positive and encouraging environment with examples of ways students could improve. Teacher set high expectations and explained why the expectations were necessary. "People will be reading it – Hanging up."	3
3a Communicating with Students • Clarity of lesson and purpose • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear expectations of concepts and strategies • Correct and imaginative use of language	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning and explains procedures and directions clearly. Teacher's explanation of content is well-scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.		Lesson was focused and central theme but also included related skills connect to text.	3

3c Engaging Students in Learning • 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 tasks are challenging • Students actively "working," rather than watching while their teacher "works" • Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.		Teacher is enthusiastic and completely engaged in students' projects. All students were attentive in lesson. Encouraged students to be "confident" in their responses – even if the response may not be connected.	3

Criterion 2: Demonstrating effective teaching practices.

Components/Indicators	* Proficient	Principal	Teacher	Rating
3b Using Questioning and Discussion Techniques • 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 • Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates • High levels of student participation and discussion	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.		Questions posed to students promoted thinking and connected to text – discussion on story was rich. Students required to give examples or evidence to support their responses. Each student contributed a sentence to "daily news." Each structure was read orally and teacher/students worked to make revisions.	3
4a Reflecting on Teaching • Accurate reflection on a lesson • Citation of adjustments to practice that draw on	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes			3

a repertoire of strategies	and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.			

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Components/Indicators	* Proficient	Principal	Teacher	Rating
1b Demonstrating Knowledge of Students • Formal and informal information about students gathered by the teacher for use in planning and instruction • Student interests and needs learned by the teacher for use in planning • Able to identify students' special needs	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.			3
3e Demonstrating Flexibility and Responsiveness • Incorporation of students' interests and daily events into a lesson • The teacher adjusting instruction in response to evidence of student understanding (or lack of it) • The teacher seizing on a teachable moment	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans an accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.		Teacher responded to lesser students and adjusted to them as needed. The lesson was focused but fluid.	3
3.1 Establish Student Growth Goals	Establishes appropriate student growth goals for subgroups of students not reaching full learning potential. Goals identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goals.			3

3.2 Achievement of Student Growth Goals	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.		Used examples <mark>– ran examples and no delivery.</mark> Students were engaged and focused.	3
<mark>First grade class –</mark> <mark>Focus is on compassion. Students were in a large group responding to the story.</mark> <mark>Guided reading lesson</mark> <mark>Asked students for evidence of how the tee showed "compassion."</mark> <mark>In daily news, students also were praised for effort. Teacher explained how some students were great helpers.</mark>	The guided reading lesson included focus on comprehension/phonics. Teacher demonstrated high expectations for students – connecting them and using concrete examples and feedback – asked students if they could give suggestions for how something could be changed. Connected lesson to previous lessons. Told students why their responses were correct.			

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

Components/Indicators	* Proficient	Principal	Teacher	Rating
1a Demonstrating Knowledge of Content and Pedagogy • 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	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.		Lesson development all appropriate & supports vocabulary and questions.	3
1c Setting Instructional Outcomes • 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	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.			3
1d Demonstrating Knowledge of Resources • Materials provided by the district • Material provided by professional organizations • A range of texts • Internet resources • Community resources • Ongoing participation by the teacher in professional education courses or professional	Teacher displays awareness of resources, not only through the school and district, but also through sources external to the school and on the internet available for classroom use, for the expansion of his or her own knowledge and for student.			3

groups • Guest speakers				
1e Designing Coherent Instruction • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans	Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations. They represent significant, cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.			3

Criterion 5: Fostering and managing a safe, positive learning environment.

Components/Indicators	* Proficient	Principal	Teacher	Rating
2a Creating an Environment of Respect and Rapport • Respectful talk, active listening, and turn-taking • Acknowledgment 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	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.		The tone of the lessons is positive and promotes respect – respect towards each other – respect toward teacher. Behavior expectation of students – clearly states and reinforced.	3
2c Managing Classroom Procedures • 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	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.		Students moved from whole group to small group with the scantrons ?? times.	3

Components/Indicators	Proficient	Principal	Teacher	Rating
	With minimal guidance and prompting, students follow established classroom routines.			
2d Managing Student Behavior • Clear standards of conduct, possibly posted, and possibly referred to during lesson • Absence of acrimony between teacher and students concerning behavior • Teacher awareness of student conduct • Preventative action when needed by the teacher • Absence of misbehavior • Reinforcement of positive behavior	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.		Teacher was in tune with the needs of students – interacted with them as a whole and individually.	3
2e Organizing Physical Space • 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	The classroom is safe and learning is accessible to all students. Teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.		Physical space was organized and inviting – Books were grouped and labels and easily accessible to students – teacher utilized technology as a resource to support instruction.	3

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Components/Indicators	* Proficient	Principal	Teacher	Rating
1f Designing Student Assessments • 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	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.			3

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 the instruction	Teacher intends to use assessment results to plan for future instruction for groups of students.			
3d Using Assessment in Instruction • 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 is used regularly by teacher and or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self –assessment. Questions, prompts, assessments are used to diagnose evidence of learning.		Before students moved to their small group, teacher modeled examples of what students could write about that demonstrates "compassion".	3
4b Maintaining Accurate Records • 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	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.			3
6.1 Establish student Growth Goal(s)	Establishes appropriate student growth goals for whole classroom. Goals identify multiple high-quality sources of data to monitor, adjust, and evaluate achievement of goals.			3
6.2 Achievement of Student Growth Goal(s)	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.			3

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.				
Components/Indicators	*** Proficient**	**Principal**	**Teacher**	**Rating**
1f Designing Student Assessments • 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 minuts-to-minute decision making by the teacher during the instruction	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.			3
3d Using Assessment in Instruction • 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 is used regularly by teacher and or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self –assessment. Questions, prompts, assessments are used to diagnose evidence of learning.			3
4b Maintaining Accurate Records • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.			3

• Processes of maintaining accurate non-instructional records				
6.1 Establish Student Growth Goal(s)	Establishes appropriate student growth goals for whole classroom. Goals identify multiple high-quality sources of data to monitor, adjust, and evaluate achievement of goals.			3
6.2 Achievement of Student Growth Goal(s)	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.			3

Criterion 7: Communicating and collaborating with parents and the school community.

Components/Indicators	* Proficient	Principal	Teacher	Rating
4c Communicating with Families • 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	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.			3

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Components	* Proficient	Principal	Teacher	Rating
4d Participating in a Professional Community • 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	Teacher's relationships with colleagues are characterized by mutual support and cooperation. Teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.			3
4e Growing and Developing Professionally • Frequent teacher attendance and participation in job-embedded professional development • Participation in learning networks with colleagues; freely shared insights	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues-either when made by supervisors			3

	or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.			
4f Showing Professionalism • 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.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.		Teacher is team leader at school – also is a model of integrity in personal life – serves as a foster parent.	3
8.1 Establish Student Growth Goals, Implement, and Monitor Growth	Consistently and actively collaborates with other grade, school, or district team members to establish goals, to develop and implement common, high quality measures, and to monitor growth and achievement during the year.			3

Examples of Teacher Evidence/Artifacts for Non-observable Components		
Lesson plans	Phone logs	Exit tasks

Evaluator should assume teacher is proficient (3) in each scoring criteria. Evidence/Artifact(s)-No evidence other than observation notes is required to show proficient.

Videos of teaching practice	Posted routines	Curriculum development
Assignment design	Posted rules and goals	Leading professional development activities
Use of data	Teacher work products	Peer assistance
Learning objectives	Student reflection journals	Mentoring coaching
Learning targets	Programs	Student work samples
Rubric development	Guest speakers	Common assessments
Emails	Work with special education teachers to modify curriculum	Formative assessments/Summative assessments

Instructional Framework Observation - Evidence – Artifacts – Documentation Form

Criterion 1: Centering instruction on high expectations for student achievement.

Components/Indicators	* Proficient	Principal	Teacher	Rating

2b Establishing a Culture for Learning • Belief in the value of what is being learned • High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation • Expectations of high-quality work on the part of students • Expectations and recognition of effort and persistence on the part of the students • High expectation for expression and work products	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.		Reviewed expectations before moving to centers – reinforced effort and corrected behaviors – example, when students were giving incorrect responses for shapes/counting – teacher gently corrected and made certain the student understood mistake.	3
3a Communicating with Students • Clarity of lesson and purpose • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear expectations of concepts and strategies • Correct and imaginative use of language	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning and explains procedures and directions clearly. Teacher's explanation of content is well-scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.		Purpose of lesson was clear – students knew what was expected – ==most of preschool was appropriate behaviors/following directions.== Teacher had developmentally appropriate expectations of students.	3

Components/Indicators	* Proficient	Principal	Teacher	Rating
3c Engaging Students in Learning • 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 tasks are challenging • Students actively "working," rather than watching while their teacher "works" • Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.		==All students enjoyed regardless of the range of abilities – students with more challenges were still participants fully in lesson but with more assistance.== Teacher used verbal and body motion cues for behaviors/ reinforcement of skills.	3

Criterion 2: Demonstrating effective teaching practices.

Components/Indicators	* Proficient	Principal	Teacher	Rating
3b Using Questioning and Discussion Techniques • 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 • Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates • High levels of student participation and discussion	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.		Students given choice – Teacher was on floor with students and focused on their progress. Questions were differentiated based on needs of students.	3
4a Reflecting on Teaching • Accurate reflection on a lesson • Citation of adjustments to practice that draw on	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes			3

a repertoire of strategies	and can cite general references to support the judgment.			
	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.			

<div style="background-color:#6A5ACD; color:white; padding:6px; font-weight:bold;">Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.</div>

Components/Indicators	* Proficient	Principal	Teacher	Rating
1b Demonstrating Knowledge of Students • Formal and informal information about students gathered by the teacher for use in planning and instruction • Student interests and needs learned by the teacher for use in planning • Able to identify students' special needs	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.		Teacher was formatively gathering information of each student before moving to small groups, made sure each student understood the explanations.	3
3e Demonstrating Flexibility and Responsiveness • Incorporation of students' interests and daily events into a lesson • The teacher adjusting instruction in response to evidence of student understanding (or lack of it) • The teacher seizing on a teachable moment	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans an accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.		==Example – used "slithery snakes" to appeal to their interest – lesson was about shapes but students, impromptu were crawling on floor to come up and demonstrate lesson – she thought students looked like "slithery snakes" so she gave information about "slivery snakes" to support vocabulary and a???==	3

3.1 Establish Student Growth Goals	Establishes appropriate student growth goals for subgroups of students not reaching full learning potential. Goals identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goals.			3
3.2 Achievement of Student Growth Goals Preschool inclusion class 10 students with a 4:6 ratio typical to non-typical. Teacher led story tale – students engaged – stated learning outcome – incorporated music, number recognition, and sensory learning. Paraprofessionals were used to provide additional assistance for students who needed support.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students. Teacher utilized technology to engage learners – Promethian Boards. Students counting by 10's. High expectations for all students – students moved from carpet to small groups – seamless transitioning.			

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.				
Components/Indicators	***Proficient**	**Principal**	**Teacher**	**Rating**
1a Demonstrating Knowledge of Content and Pedagogy • 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	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.			3
1c Setting Instructional Outcomes • 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	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.			3
1d Demonstrating Knowledge of Resources • Materials provided by the district • Material provided by professional organizations • A range of texts • Internet resources • Community resources • Ongoing participation by the teacher in professional education courses or professional	Teacher displays awareness of resources, not only through the school and district, but also through sources external to the school and on the internet available for classroom use, for the expansion of his or her own knowledge and for student.			3

• groups • Guest speakers				
1e Designing Coherent Instruction • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans	Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations. They represent significant, cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.			3

Criterion 5: Fostering and managing a safe, positive learning environment.

Components/Indicators	* Proficient	Principal	Teacher	Rating
2a Creating an Environment of Respect and Rapport • Respectful talk, active listening, and turn-taking • Acknowledgment 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	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.		Teacher asked students questions about their own interested and homes.	3
2c Managing Classroom Procedures • 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	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.		Students on task during center time – were able to move to the centers with little support.	3

	With minimal guidance and prompting, students follow established classroom routines.			
2d Managing Student Behavior • Clear standards of conduct, possibly posted, and possibly referred to during lesson • Absence of acrimony between teacher and students concerning behavior • Teacher awareness of student conduct • Preventative action when needed by the teacher • Absence of misbehavior • Reinforcement of positive behavior	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.			3
2e Organizing Physical Space • 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	The classroom is safe and learning is accessible to all students. Teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.		Physical space is inviting and engaging. Colorful displays and well organized.	3

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Components/Indicators	* Proficient	Principal	Teacher	Rating
1f Designing Student Assessments • 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	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.			3

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 the instruction	Teacher intends to use assessment results to plan for future instruction for groups of students.			
3d Using Assessment in Instruction • 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 is used regularly by teacher and or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self –assessment. Questions, prompts, assessments are used to diagnose evidence of learning.			3
4b Maintaining Accurate Records • 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	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.			3
6.1 Establish student Growth Goal(s)	Establishes appropriate student growth goals for whole classroom. Goals identify multiple high-quality sources of data to monitor, adjust, and evaluate achievement of goals.			3
6.2 Achievement of Student Growth Goal(s)	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.			3

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.				
Components/Indicators	*** Proficient**	**Principal**	**Teacher**	**Rating**
1f Designing Student Assessments • 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 minuts-to-minute decision making by the teacher during the instruction	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.			3
3d Using Assessment in Instruction • 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 is used regularly by teacher and or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self –assessment. Questions, prompts, assessments are used to diagnose evidence of learning.			3
4b Maintaining Accurate Records • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.			3

• Processes of maintaining accurate non-instructional records				
6.1 Establish Student Growth Goal(s)	Establishes appropriate student growth goals for whole classroom. Goals identify multiple high-quality sources of data to monitor, adjust, and evaluate achievement of goals.			3
6.2 Achievement of Student Growth Goal(s)	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.			3

Criterion 7: Communicating and collaborating with parents and the school community.

Components/Indicators	* Proficient	Principal	Teacher	Rating
4c Communicating with Families • 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	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.			3

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice

Components	* Proficient	Principal	Teacher	Rating
4d Participating in a Professional Community • 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	Teacher's relationships with colleagues are characterized by mutual support and cooperation. Teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.			3
4e Growing and Developing Professionally • Frequent teacher attendance and participation in job-embedded professional development • Participation in learning networks with colleagues; freely shared insights	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues-either when made by supervisors			3

	or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.			
4f Showing Professionalism • 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.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.			3
8.1 Establish Student Growth Goals, Implement, and Monitor Growth	Consistently and actively collaborates with other grade, school, or district team members to establish goals, to develop and implement common, high quality measures, and to monitor growth and achievement during the year.			3

Examples of Teacher Evidence/Artifacts for Non-observable Components		
Lesson plans	Phone logs	Exit tasks
IEPs	PLC notes	Teacher website
Portfolios	Data analysis	Clock hour transcript(s)
Newsletters	Discipline referrals	Student goal setting form
Videos of teaching practice	Posted routines	Curriculum development
Assignment design	Posted rules and goals	Leading professional development activities
Use of data	Teacher work products	Peer assistance
Learning objectives	Student reflection journals	Mentoring coaching
Learning targets	Programs	Student work samples
Rubric development	Guest speakers	Common assessments
Emails	Work with special education teachers to modify curriculum	Formative assessments/Summative assessments

Evidence Selection: Is it accurate and unbiased? Is it relevant? Is it representative of the total? Does it demonstrate an "ongoing" level