

Framework for Teaching Possible Evidence List

Examples of Possible Artifacts: Domain 1

1a. Knowledge of Content and Pedagogy

- Professional Development in the content area (courses, workshops)
- Lesson Plans incorporating best practices
- Sharing new knowledge with peers
- In-service trainings
- Use assessment data to plan instruction

1b. Knowledge of Students

- Review cumulative file of student
- Personal Plans of Progress
- Instructional Grouping Techniques
- System for student information
- Learning styles test
- Previous teachers
- CST and EST meetings

1c. Selecting Instructional Goals

- Lesson Plans (show relationship to standards)
- Standards are posted in classroom
- Curriculum map, calendar
- Evidence of modified curriculum (intervention plans, IEPs, enrichment)
- Grade level/Team Agendas and minutes

1d. Knowledge of Resources

- List of resources with varying levels to accommodate students (notes, assessments, anecdotal records)
- Demonstration of school/community resources (UA, sped). Could use lesson plans.
- Record of human resources (i.e. speakers, parent volunteers, civic groups, classroom visitors, field trips).
- Evidence of collaboration and learning with peers and colleagues.
- Enrichment/Support Math binders

1e. Designing Coherent Instruction

- Lesson Plans show progression of continuity
- Curriculum Mapping
- Teacher and student reflection of lessons, learning, or feedback (written or oral)
- Student developed rubric tied to specific goals
- Concept Maps, Graphic Organizers
- Meaningful/respectful Tasks

1f. Assessing Student Learning

- Assignments and assessment that are clearly identified
- Documentation of how student learning of standards are assessed
- Performance assessments tasks (student samples)

- Rubrics
- Student Portfolios with reflections
- Vary assessment techniques meeting all learning styles.

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interactions with other students
- Teacher establishes relationships with each student
- Teacher shows an appreciation for each child as an individual
- Teacher provides opportunities for students to get to know and accept each other
- Teacher establishes (with students) and communicates classroom procedures and rules
- Teacher encourages students to take intellectual risks and be creative
- Words and actions of the teacher demonstrate this skill
- Classroom Constitution
- Teachers and students develop classroom guidelines together
- Classroom Jobs are established with students having the opportunity to choose a job

Component 2b: Establishing a Culture for Learning

- Establishing importance of the content
- Setting expectations for learning and achievement
- Instilling student pride in work
- Evidence must be in the classroom – the look of the room, student work displayed (scored or rated with written feedback); nature of the interactions and tone of conversations with and among students reflect they are interested in and value learning and hard work.
- Author’s chair (students share writing)
- Peer conferences
- Students use interactive whiteboard to share project completed on computer
- Bulletin boards have student work displayed/students create
- Literature circles and book groups are organized and led by students
- Math groups are differentiated by both teacher and students

Component 2c: Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals
- Evidence in the classroom – teacher explains, re-teaches and implements procedures
- Procedures are posted in the classroom, communicated in writing to students and families early in the year
- When working in co-teaching or collaborative models, each person is appropriately utilized with ease of transition from person to person
- Teacher uses formative assessments and reteaches necessary material

- Students and teacher develop rubrics for school and classroom guidelines for learning at beginning of year
- Classroom Constitution/Guidelines are posted in classroom
- Time is spent at the beginning of the year to develop procedures for using classroom supplies and transitions
- Students assist with procedures such as attendance, Friday Folders, clean up, and dismissal

Component 2d: Managing Student Behavior

- Students and teacher develop rubrics for school and classroom guidelines for behavior at beginning of year
- Monitoring of student behavior
- Response to student misbehavior
- Age appropriate and culturally consistent standards
- Rules are made clear to all and are posted in the classroom
- Rules/expectations are clearly and consistently applied (no favoritism is evident)
- Classroom rhythm is only minimally disrupted; student dignity is maintained
- Teacher encourages students to monitor their own behavior
- Student behavior reflects what teachers has done to establish and maintain standards
- Preventive and intervening strategies are appropriately applied
- Classroom Guidelines are posted in classroom
- Teacher has system to track behavior
- Students use Teacher/Student developed behavior rubrics to track behavior and set goals
- Teacher often points out positive behaviors for all students
- Teacher uses IEP and EST plans to manage behavior of certain students

Component 2e: Organizing Physical Space

- Safety and accessibility
- Spaces for reading, quiet and noisy activities are provided
- Furniture arrangement is appropriate for large and small group activities
- Desks and chairs arranged so main teaching area is visible to all students
- Centers for exploration of content in the form of labs, circles, etc.
- Safety is evident; no bags, trash, clothing, etc.; aisles between desks, tables, etc. provide good traffic flow; school-wide procedures for emergency exiting or lockdown are provided.
- Materials are accessible; teaching aids, boards, charts, projectors/computers are skillfully positioned and utilized
- Appropriate use of technology is evident
- Students are involved in supporting an organized, safe classroom through assisting with transitions, equipment, materials and supplies
- Classroom has different learning areas
- Students understand organizational system for materials
- School-wide procedures for emergency exiting or clear the hall drills are provided.

Domain 3: Instruction

Component 3a: Communicating with Students

- Expectations for learning
- Directions and procedures
- Explanations of content
- Clear directions and explanations (oral and written)
- Vivid, expressive language is used to enhance student experience
- Clear limits are set, including time factors
- Language is audible, legible; correct usage, spelling, etc. is apparent
- Teacher carefully chooses words, using rich vocabulary for students to model
- Teacher gives expectations both orally and written
- Instructions are both oral and written, depending on the needs of the students
- Instruction is given in large and small groups and individually, if needed
- Teacher is clear about directions and time given for activities
- Teacher uses interactive whiteboard, manipulatives, and other visuals during instruction

Component 3b: Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation
- Essential question is posted for each lesson; question is asked by teacher and answered by students throughout the lesson
- Questions engage students in an exploration of content, are not rapid fire, low level, recitation of facts
- “Think time” is allowed before responses
- Teacher probes to seek clarification, i.e. “explain...”, “give an explanation for...”
- All students are engaged in discussion; not just a few, students often take initiative
- Teacher stays on topic, uses follow-up, rephrases and applies what students contribute or pose
- Essential questions are posted in classroom and explained to students
- Questions engage students in an exploration of content
- “Think, pair, share” and “Turn and Talk” techniques are used
- Teacher probes to seek clarification, i.e. explain, give an example
- Teacher has a procedure to ensure that all students are participating in discussions
- Teacher uses follow-up, rephrases and applies what students contribute or pose

Component 3c: Engaging Students in Learning

- Activities and assignments adapted to students’ learning styles and levels
- Knowledge of instructional goal(s) established
- Instructional materials and resources adapted to needs of students
- Structure and pacing
- Teachers uses of examples and metaphors that illustrate new learning; teacher connects with student knowledge, interests and culture
- Teacher promotes problem-solving; permits choice, encourages depth-find patterns, tests hypotheses, requires thought; is relevant and authentic

- Materials and resources are ready for student use with little or no disruption
- Structure of lesson is maintained; pacing is appropriate with a beginning, a middle, and end (closure)
- Groups are based on formative assessments and instructional goals
- Structure of lesson is maintained: beginning, middle, and closure
- Groupings are differentiated based on student knowledge, interests, ability

Component 3d: Using Assessment in Instruction

- Using assessment criteria established by Colchester School District and following established timelines
- Monitoring of student learning/assessment
- Teacher and peer comments on student work using assessment criteria
- Effective feedback that is specific, descriptive, understandable
- All feedback is provided in a timely fashion, “on the spot”, or on work products, as needed to support learning
- Comments give students information needed to improve performance
- Assessment is both formative and summative
- Opportunities for self-assessment and self-monitoring of progress

Component 3e: Demonstrating Flexibility and Responsiveness

- Response to students academic needs
- Adjustments to learning that improve student experience or clarify confusion
- Teacher provides for needs of specific learners
- Teacher abandons lesson all together or coordinates with a spontaneous event
- Teacher possesses an extensive repertoire of strategies such that transitions are seamless; students may not be aware that a change has occurred
- Teacher adjusts lessons or reteaches a lesson as needed
- Lessons are adapted for needs of specific learners
- Teacher is flexible to allow for special news events (national election) or local projects (school wide event, Veteran’s Day celebration).

Examples of Possible Artifacts – Domain 4

4a. Reflecting on Teaching

- Written reflection on lesson taught
- Lesson plans with reflective notations
- Pre and Post Tests with explanations
- Anecdotal Records
- Projects
- Portfolios
- Student Survey
- Samples of Student Work
- Peer Observations

4b. Maintaining Accurate Records

- Gradebook or Electronic Gradebook
- Lesson Plan Book

- Student Documentation
- Math/Literacy Assessments on SharePoint

4c. Communicating with Families

- Classroom Webpage/Blog
- Notes to parents
- Copies of e-mails to parents
- Letters to parents
- Open House/Parent Night
- Parent/Teacher/Student Conferences

Component 4d: Participating in a Professional Community

- Positive/professional relationships with colleagues
- Involvement in a culture of professional inquiry
- Participation in school and district projects
- Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities
- Chairing committees, teams, etc. or coordinating programs
- Movement beyond one's own classroom
- Work with grade level colleagues to accomplish school goals

Component 4e: Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill through participation in professional development opportunities
- Receptivity to feedback from colleagues
- The teacher voluntarily examines and shares research on class performance and best practice strategies
- Takes leadership roles, participates in school and district committees
- Subscribes to professional/trade journals
- Attends professional conferences and shares with colleagues upon return

Component 4f: Showing Professionalism

- Displays integrity and ethical conduct
- Advocacy
- Decision making
- Compliance with school and district regulations
- Daily interactions with students
- Helpfulness for needy students
- Advocates for underserved students
- Is open-minded and willing to adopt new approaches
- Uses data to support actions
- Sets long-term goals and takes responsibility for own professional growth
- Demonstrates high ethical standards through compliance with school/district codes and community expectations