QUICK REFERENCE - SOURCES OF EVIDENCE

CONTEXT

- Knowledge of content and pedagogy (1A)
  - Relate content to:
    - Global awareness
    - Cultural diversity
    - 21st century skills
- Knowledge of students (1B)
  - Differentiation of instruction
  - Assessments
- Knowledge of resources (1D)
  - Resources used in and out of the classroom
  - Resources that enhance professional skills
  - Resources that provide non-instructional assistance

LESSON PLAN

- Knowledge of content and pedagogy (1A)
  - Includes illustrations of interrelated concepts
- Knowledge of students (1B)
  - Strategies appropriate to student interests, needs, abilities, backgrounds in assessment/assignments
- Setting instructional outcomes (1C)
  - Learner outcomes based on identified needs
- Knowledge of resources and technology (1D)
  - Appropriately challenging for every student and aligned with identified needs
- Developing coherent instruction (1E)
  - Varied learning activities to address particular needs
- Designing student assessment (1F)
  - Assessment of learning outcomes
  - Assessments for learning using formative strategies to monitor progress

OBSERVATION OF TEACHING

- Creating an environment of respect and rapport (2A)
  - Watch for:
    - Patterns of interactions between teacher and students
    - Patterns of interactions among students
- Establishing a culture for learning (2B)
  - Watch for:
    - Tone of the class
    - Value of work
    - High expectations for ALL students
OBSERVATION OF TEACHING (continued)

- Managing classroom procedures (2C)
  - Watch for
  - Established and monitored routines and procedures
  - Use of time
  - Transitions between activities
  - Management of non-instructional tasks
  - Management and organization of instructional groups

- Managing student behavior (2D)
  - Standards of conduct are clear to students
  - Students are respected
  - Businesslike atmosphere

- Organizing physical space (2E)
  - Age and developmentally appropriate arrangement
  - Students are able to see and hear
  - The room is safe (free of dangerous obstacles, safe traffic flow)

- Communicating with students (3A)
  - Purpose of learning is clear
  - Teacher provides clear directions
  - Content is presented accurately, clearly, and with imagination
  - Teacher expands concepts with metaphors and analogies
  - Teacher encourages students to think on their own
  - Presentation free of grammar errors
  - Use of scaffolding

- Questioning and discussion techniques (3B)
  - Use of divergent and convergent questions
  - Responses are valued and praised
  - Students formulate questions
  - Successful engagement of all students

- Engaging students in learning (3C)
  - Students engaged in discussions, questioning, debates, etc
  - Cognitive engagement

- Using assessment in instruction (3D)
  - The teacher circulates and monitors
  - Provides feedback
  - Student awareness of assessment procedures
  - Students engage in self-assessment

- Demonstrating flexibility and responsiveness (3E)
  - Teacher alters approach to accommodate students' learning
POST OBSERVATION REFLECTION

- Demonstrating flexibility and responsiveness (3E)
  - Teacher alters approach to accommodate students’ learning
- Reflecting on teaching (4A)
  - Analysis of planning/implementation include: formative data, notes, collegial conversations

RECORDS AND COMMUNICATIONS

- Maintaining accurate records (4B)
  - System for maintaining data
  - Records of instructional and non-instructional events
- Communicating with families (4C)
  - Identifies method and frequency

PROFESSIONAL INVOLVEMENT

- Reflecting on Teaching (4A)
  - Analysis of planning/implementation include: formative data, notes, collegial conversations
- Maintaining accurate records (4B)
  - System for maintaining data
  - Records of instructional and non-instructional events
- Participating in a professional community (4D)
  - Log of active involvement with school community
- Growing and developing professionally (4E)
  - Increasing skills to stay informed via professional journals, attending conferences, taking classes
- Showing professionalism (4F)
  - Interaction with colleagues is done with honesty and integrity
  - Knowledge of their students
  - Advocacy for students

PROFESSIONAL GROWTH

- Reflection on teaching (4A)
  - Analysis of planning/implementation include: formative data, notes, collegial conversations
- Growing and developing professionally (4E)
  - Increasing skills to stay informed via professional journals, attending conferences, taking classes
STUDENT GROWTH

- Knowledge of students (1B)
  - Strategies appropriate to student interests, needs, abilities, backgrounds in assessment/assignments
- Setting instructional outcomes (1C)
  - Learner outcomes based on identified needs
- Developing coherent instruction (1E)
  - Varied learning activities to address particular needs
- Designing student assessment (1F)
  - Assessment of learning outcomes
  - Assessments for learning using formative strategies to monitor progress
- Reflecting on teaching (4A)
  - Analysis of planning/implementation include: formative data, notes, collegial conversations

STUDENT VOICE

- Knowledge of students (1B)
  - Strategies appropriate to student interests, needs, abilities, backgrounds in assessment/assignments

SHOWING PROFESSIONALISM

- Showing professional (4F)
  - Interaction with colleagues is done with honesty and integrity
  - Knowledge of their students
  - Advocacy for students