

Teacher Professional Practice - Evidence Quick Reference Table

<input type="radio"/> Less Likely Evidence Source	<input checked="" type="radio"/> Possible Evidence Source	<input checked="" type="radio"/> Key Evidence Source
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Domain	Competency	Classroom Observation	Artifact Review	Possible Artifacts
Planning and Preparation	<i>1A. Plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles</i>	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans
	<i>1B. Evaluates, selects, and accesses appropriate services, resources and curricular materials that facilitate student engagement with the curriculum</i>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans ▪ Copies of curricular materials
	<i>1C. Designs instruction that motivates students to connect to their learning by linking curriculum with prior knowledge, experience, and/or cultural contexts</i>	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans ▪ Student work ▪ Student data
	<i>1D. Organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication</i>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans ▪ Student work ▪ Student surveys
Learning and Teaching	<i>2A. Demonstrates a deep understanding of discipline/content</i>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ Copies of instructional materials
	<i>2B. Uses questioning techniques that encourage critical thinking and problem solving</i>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ n/a
	<i>2C. Makes cross-content connections and creates interdisciplinary learning experiences</i>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans ▪ Student work
	<i>2D. Implements instruction to ensure that students understand, are focused on, and accountable for the learning objectives</i>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Student work (esp. formative assessments)
	<i>2E. Uses multiple teaching and learning strategies to engage students</i>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans ▪ Student surveys
	<i>2F. Frequently checks for and responds to student understanding during instruction</i>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ n/a
	<i>2G. Uses and models effective communication</i>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ n/a
	<i>2H. Assumes different roles during instruction to accommodate content, purpose, and learner needs</i>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans
Classroom Environment	<i>3A. Creates a productive learning environment that maximizes learning time, establishes procedures and expectations, and ensures access to learning materials</i>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ n/a
	<i>3B. Creates a safe learning community that respects individual differences, promotes positive social relationships, and allows students to comfortably take risks</i>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ Student surveys
	<i>3C. Reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior</i>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ Discipline reports
	<i>3D. Clearly communicates high expectations for all students and guides students to assume responsibility for their learning</i>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ n/a
Assessment, Reflection and Improvement	<i>4A. Uses a variety of formal and informal assessment strategies to monitor student progress, adjust instruction, and modify plans</i>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Copies of assessments ▪ Data reports
	<i>4B. Provides students with feedback that is timely and high quality and teaches students to use feedback in their learning</i>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Graded student work
	<i>4C. Engages students in self-assessment to help them set goals and become aware of their strengths and areas to develop</i>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Student work ▪ Self-assessment rubrics
	<i>4D. Solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues</i>	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Records of communications with parents/colleagues ▪ Journals ▪ Student records
	<i>4E. Maintains useful records of student work and performance and communicates student progress responsibly</i>	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Copies of student records ▪ Student progress reports ▪ Copies of grade book

