

Evidence of Effective Teaching Practice

Evidence of educator proficiency on the four Performance Standards of Effective Teaching Practice, and of progress towards goals, may be collected through observation or artifacts that reflect an educator's practice. Below, please find look for's and suggestions for types of evidence that can demonstrate competency in these standards. Some evidence of Effective Teaching Practice is more likely to be observable, whereas other practices may be easier for educators to demonstrate through the submission of written materials and artifacts. Please note that the suggestions below do **NOT** include all possible sources of evidence. Schools, teams, and departments are encouraged to add to this list where appropriate to fit their school context.

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<ul style="list-style-type: none"> Plans and assessments are aligned with common core standards, Massachusetts state frameworks, district curriculum guides, thoughtful sequential lessons, appropriate groupings, and projected time on task for each activity Lesson plans are modified for specific student populations, include methods of addressing mastery, and text-based questions Appropriate pacing and transitions in lesson that are differentiated for the needs of the group and/or class Agenda or anchor chart with measurable objectives for lesson is posted Measurable objectives used to launch lesson, to monitor student progress, and to summarize learning at the close of the lesson Actively engages all students in learning by using appropriate instructional activities, materials and/or technology Clear norms for classroom discourse, and content and language objectives are posted and referred to during daily instruction Collects and analyzes data using a variety of assessment tools (e.g., student writing, quizzes, tests, exit tickets, bell-ringers/do-now, projects) to identify student needs and class progress Uses results of assessments to design/redesign various lesson components Ongoing formative assessments are used during lesson to gauge progress Refines instruction/materials based on data for interventions/extensions 	<ul style="list-style-type: none"> Provides exemplars, rubrics, and criteria for success Establishes systems requiring students to make up and/or revise work Provides individualized instruction by providing a list of progressive tasks that allows each student to start at an appropriate level Implements various visual and auditory methods of instruction and multiple means of engagement Establishes routines and norms for entering/leaving class, beginning work, and working in groups Posted class rules and expectations Utilizes culturally responsive instructional materials and routines Assignments and activities are scaffolded and paced- providing progression from simple to complex Follows through on behavior interventions and modifications Purposeful grouping strategies Uses gradual release methods to model, practice, and support learning Transitions efficiently, effectively and safely Uses questioning techniques to stimulate thinking, and encourages all to respond and take risks Provides specific feedback Peer interaction, accountable talk, and academic discourse are used to facilitate learned concepts Provides adaptations and multiple access points to meet needs of all learners Assigns work that challenges students to apply their knowledge 	<ul style="list-style-type: none"> Provides clear communication in the form of letters, emails, or calendars to families about class and/or school activities, and invitations to participate at various times Utilizes oral and written communication strategies that are culturally responsive and respectful Communicates expectations, curriculum, study strategies, and praise for quality student work and behavior to families Provides multiple options and means for parents to support student learning in the classroom and/or at home Maintains a record of contact and communication with parents that describes the topics discussed, activities parents participated in, including the objective and outcome Data gleaned from family surveys is used to inform and improve partnerships with families Provides or participates in parent workshops (led by parents, or developed for parents) Provides a written narrative of home visits Follow-up with parents and families in a timely manner Assigns work that requires and encourages students to engage and collaborate with their families and/or communities Utilizes local/community materials and knowledge as learning tools and resources 	<ul style="list-style-type: none"> Actively participates in team/department/PLC meetings Works with colleagues to develop common assessments, curriculum map, and unit plan Documentation of/reflection on participation in PD Reviews student work with colleagues Reviews lesson plans with colleagues Observations/records of participation in/contribution to team meetings Works with colleagues to strengthen the delivery of educational services to all students including high-needs populations Collaborates with colleagues to plan, design, and integrate instruction within and/or across disciplines Modifications made to goal or action steps during evaluation cycle based on new data Goals are the result of careful consideration and assessment of what is working and what is not Analyzes data to set goals for improving instruction and student learning based on identified needs Description of role in school-wide and district-wide initiatives and decision making processes Description of mentoring activities Invitation to colleagues to observe modeling of best practices in a teacher's classroom (description of feedback provided)