RSU 14 Evidence Collector for Professional Standards for Educators

Purpose Statement: This document is designed to support RSU14 educators as they work to document evidence for the standards within each of the 3 domains or for their identified focus areas. This is not a required or comprehensive list of evidence. This list provides examples of possible evidence to guide teachers on what could be included to support how they have met each of the standards.

Domain 1: **The Learning Environment** By creating clear expectations and procedures for learning we create a safe, engaging learning environment to develop strong relationships that promote social-emotional growth of confident learners.		
	Standard	*Examples of Possible Evidence Could Include But Is Not Limited To*
1A	*Collaboratively develops, teaches, models, and maintains clear standards of conduct and standard operating procedures that ensure a safe and respectful learning environment for all.*	- Class behavior, rules, and expectations are reviewed regularly. - SOPs developed by learners and teachers are reviewed and adjusted as needed. - Learners explain classroom expectations to visitors (observers, guest speakers, mystery guests, interns, etc.) - Student-designed vision and code of conduct. - Class Syllabus - Habits of Work Rubrics and Feedback - Guiding Principles
1B	*Uses fair and respectful practices with learners to build positive and mutually respectful relationships that foster a growth mindset.*	- Social skills lessons - Classroom community building circles - Learner conferences - SEL Lessons/Books on Growth Mindset - Classroom Parking Lot - Feedback opportunities for parents/students - Movement breaks/De-escalation opportunities - Restorative conversations - Access to social work, student services, advisory - Classroom norms for specific activities - Student feedback - Student voice and choice

1C	*Utilizes <u>effective tools and strategies</u> to encourage appropriate behaviors and respond to challenging behaviors in order to establish and maintain a positive social and emotional learning environment for all learners.*	- Social thinking/social language/social stories - Sensory needs accommodated - Students help create classroom SOPs - Collaborate with school teams/providers, outside providers, and families to support student needs - The teacher responds to student behaviors with a calm, positive demeanor, redirect - Classroom Circles (Restoration, Community Building, and Restorative Conversations) - Positive office referrals - Positive emails home - Welcome to school email - Weekly Newsletter - Classroom rewards or incentives - PBIS practices - BARR practices
1D	*Provides direct instruction, modeling, and reinforcement to maintain an environment and space in which learners work collaboratively, independently, and reflectively.*	- Students reflect on academics/social progress - Students set learning or social goals - Reliable routines and structures - Social thinking/language - Foster a culture of community by encouraging service to others, "Neighborhoods" instead of "tables", etc. - Mathematical Discourse - Academic conferences (ex. Writing, feedback) (peer, teacher, collaborative) - Classroom Morning Meetings or Advisory Time - Lesson Closure for next steps/check-in - Feedback or Reflection Forms - Classroom Circles (Restorative and Community Building) - Book Clubs or Reading Groups - Instructional Framework and Lesson Design - Teaches norms/expectations for collaborative work
1E	*Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.*	- Consistent communication with families - Equity focus/focus on students' unique needs and interests in planning or practice - Collaboration with colleagues (PLC, grade level, building, district committees, state-level committees, national level) - Parent/student/teacher conferences - Weekly Newsletter, Classroom webpage, Seesaw, ParentSquare - Open House - School events (ex. Title I nights, classroom events or exhibitions) - Participation in staffings or other meetings to support students (ex. BARR team meetings)

1F	Actions and professional practice demonstrate an understanding of and sensitivity to academic, economic, cultural and social diversity and make acceptance a part of the everyday learning environment.	- [Possible Evidence Across Varied Categories](#) - Utilize multiple methods of communication - Facilitate support for families with socioeconomic challenges - Implement all accommodations or modifications for students with IEP plans, 504 plans, RTI plans, and behavior plans (ex. Accommodation cheat sheets) - Exposure to other cultures and beliefs - Culturally diverse books as read-alouds or curricular materials - Use of instructional material review - Evidence of how teachers may have addressed when student or class behaviors did not meet the learning environment expectations.

Domain 2: **Planning, Instruction & Assessment**

Learners achieve maximum growth through careful planning, effective instruction and a variety of assessment opportunities. Learning goals are clearly defined, expected outcomes are explained and feedback is provided throughout instruction. Learners demonstrate mastery through multiple pathways while engaging in rigorous and authentic learning opportunities.

	Standard	Examples of Possible Evidence Could Include But Is Not Limited To
2A	Uses district standards, curriculum, and content when designing developmentally appropriate learning experiences for all learners.	- Unit template for units - Lesson Plan utilizing the components of Instructional Framework - Curriculum planning maps-unit plans - Unpacking standards Learning targets and success criteria - Syllabus or progressions of learning - Anchor Charts created that support instruction - Academic Vocabulary (explicit instruction routine) - Unpacking Exemplars - Appropriate levels of rigor - Rubrics for assessments
2B	Plans differentiated instruction based on all available data, including prior learner knowledge and interest, and addresses modifications and accommodations for each learner.	- Student Conference Note-Taking Document - Data Discussion notes - Monitoring to take action (Instructional Framework) - Use of pre-assessment - Small group guided instruction based on data - Flexible grouping - Researched based instructional materials to support student levels - Implement all accommodations or modifications for students with IEP plans, 504 plans, RTI plans, and behavior plans - Use of formative assessments to take action and develop groupings

2C	*Regularly reviews learning targets using language that is clear for learners, provides visuals, exemplars, rubrics, or descriptors to help learners understand the learning goals. (Focused and Direct Instruction)*	- Unpacking standards learning targets and success criteria - Targets posted in the classroom, on student work, and/or digitally for students to access - Rubrics with exemplars - Clear learning progressions or syllabus
2D	*Consistently applies district, school, and other evidence-based instructional strategies with content and curriculum to increase relevance for learners.*	- Apply strategies learned in coaching cycles, training, and PD - "Look For" Documents from observations - Visual representations and models - Use of manipulatives - Purposeful use of graphic organizers - Anchor Charts or visual displays that support instruction - Use of questioning strategies and scaffolding to support independence - Provide prompts and cues - Incorporate real world authentic connections - Opportunities for students to engage in higher-level thinking and problem-solving skills
2E	*Strategically groups learners throughout instruction to provide opportunities for collaborative problem solving and inquiry that foster higher-level thinking skills.*	- Seating charts - Writing partnerships - Reading group schedules - Anecdotal notes from instructional groupings - Whole Group, Small Group, Incorporates a variety of grouping opportunities (ex. collaborative, book group, cooperative) - Flexible Grouping based on formative assessment data - Opportunities for students to engage in higher-level thinking and problem-solving skills
2F	*Integrates technology as an effective tool with a clear purpose to provide students with authentic opportunities to build an understanding of content and enhance learning.*	- Assignments on grade level specific program platforms (ex. Seesaw, Google Classroom) - Balance screen time, paper-pencil tasks, and collaborative face-to-face work - Curriculum online programs (Lexia, iReady, etc) - Use of technology to differentiate learning - Use of technology for students to demonstrate evidence of learning - Teaching of digital citizenship, understanding of appropriate use of technology resources
2G	*Analyzes and uses formative assessments giving timely and meaningful feedback to adjust pacing and instruction to maximize learner growth.*	- Exit tickets, Entrance Tickets, Progress monitoring - Use of technology to collect student information to evaluate understanding - Teacher intervenes based on data from formative assessments (ex. Re-teaching, conferencing, additional instruction, differentiated instruction) - Strategic feedback to students - Use of descriptive rubrics for feedback - Provide multiple opportunities to learn content and demonstrate understanding - Critique of assessments for misconceptions, reliability, and needs for reteaching

2H	*Summative assessments are aligned with the rigor of district standards and provide opportunities for learners to demonstrate proficiency in a variety of ways.*	- Variety of summative assessment types (performance, projects, written, etc) - District Assessment Protocol - Use of descriptive rubrics for feedback - Common Assessments - Critique of assessments for misconceptions, reliability, needs for reteaching
2I	*Evaluates student performance and progress and plans to support learners and/or collaborates to develop a plan for learners who are exceeding or not meeting expected growth.*	- Opportunities to extend learning (exceeds, beyond the viable curriculum) - Modified lessons/assessments/projects to reach all learners - Notes from intervention meetings - Data from interventions - Consultation with enrichment/GT teachers/other staff for ideas - RTI plans or meeting notes - Remediation - Individualized -Intervention - Critique of assessments for misconceptions, reliability, needs for reteaching

Domaine 3: Professionalism
Professionals actively engage in collegial work, advance professional practice and help others refine their craft. In doing so, we become a collaborative community of educators that learn and grow together to foster higher level learning and opportunities for all.

	Standard	*Examples of Possible Evidence Could Include But Is Not Limited To*
3A	*Positively and actively contributes to professional learning communities including grade level teams, school teams, or district committees.*	- Attends and participates PLC or grade level / team meetings - Attends and participates in grade level teams or department teams - Serves on a school committee or district committee - Share ideas and insights with colleagues - Provides feedback to peers
3B	*Regularly seeks and engages in professional learning and shares knowledge and skills with others. Works collaboratively and collegially to advance professional practice and learner outcomes.*	- Presents at a school-based PD session - Presents at an outside professional opportunity - Shares new learning with colleagues - Attends Professional development sessions or classes - Serves as an active participant in groups and working toward a common goal (ex. Guides content curricular work.
3C	*Engages in self-reflection, meaningful goal setting, and uses feedback to improve instructional practices and learner outcomes.*	- PLC goals or department goals - Completion of self-assessment, identifying focus areas, meaningful evidence on focus areas - Seeks out and collects feedback, analyzes the feedback, and works to improve practice (ex. student feedback, parent/guardian feedback, peer observation feedback, evaluator feedback, coach feedback) - Demonstrates implementation of previous feedback to improve practice.

3D	*Engages actively in practices that support school-wide or district initiatives and vision.*	- Participation in a school or district committee - Explanation of specific teaching practices or steps implemented to support identified district and school goals for the year - Practices that support components of the RSU14 Strategic Plan - Explanation of engaging consistently with district initiatives (ex. Instructional framework, specific school curricular programs, following district curriculum)
3E	*Adheres to policies, procedures and laws. Is ethical and demonstrates good professional judgment.*	- Evidence of following 504 and IEP plans - Evidence of following FERPA-confidentiality - Evidence of following your specific school procedures (taking attendance, safety drills, duty/coverage assignments, cell phone use, grading policies, etc.) - Evidence of following RSU14 Policies
3F	*Consistently exhibits a positive professional presence and is solution-focused.*	- Demonstrates a professional presence within the school (positive talk about and with colleagues, mindfulness of tone and language, etc.) - Evidence of working to actively support a collaborative, solutions-focused mindset in work within building
3G	*Communication is effective and timely. Is organized and prepared for meetings.*	- Evidence of timely response to student, parent, staff emails or phone calls - Submitting 504 and IEP teacher reports on time - Attendance at/participation in/preparedness for 504 meetings, IEP meetings, staff meetings, department meetings, PLC meetings, etc.
3H	*Adheres to attendance expectations and is punctual with all professional responsibilities*	- Arrives to work on time and is present for the expected work day - Following appropriate processes for attendance (requesting leave, etc) - Adheres to timelines and expectations for: grading, assessments, conferences, evaluation, sub plans, taking class attendance, etc. - Explanation of how attend to the professional responsibility expectations within your building