



ANNUAL PROFESSIONAL PERFORMANCE & REVIEW

Evidence Collection Suggestions

Standard 1: Knowledge of Students and Student Learning

Learning styles surveys, IEP's, parent surveys and questionnaires, SIS Web, kindergarten screening information, student surveys, home phone calls and emails, watch students interact with peers, conversations with the school psychologists or guidance counselors, parent conferences, technology surveys (access from home?), webinars, subscribe to educational journals, belong to professional groups, graduate or workshop class work, attend students' extracurricular activities, talk to past teachers, conference comment card, P.A.T.H.S. attendance, lesson plans that differentiate instruction, behavior journals, and clipboard checklists.

Standard 2: Knowledge of Content and Instructional Planning

Standards listed in plans or units, essential questions related to CCSS, rubrics (completed by the student and/or by the teacher), cooperative learning strategies, examples of differentiated instruction in lesson plans, IEP/504, cross-curricular activities, BLOOMS, SMART board activities, stations or groupings designed with multiple intelligences in mind, PREZI, thematic instruction, objectives displayed, word walls, smart response clickers, individual white boards, graphic organizers, teacher made web page, use of projects and/or stations, use of timer, KWL's, interdisciplinary units, moodle, use of technology and reports from programs (Castle

Learning, Raz Kids, IXL), data analysis/gap analysis, sharing best practices

Standard 3: Instructional Practice

Venn diagrams, charts to compare/classify, Prezi, BrainPop, Edmodo, Photostory 3, connection board (t-t, t-s, t-w), cooperative learning structures, research based strategies, questioning techniques, DBAE/brainbased, Sport Ed model, rubrics, DRTA, student work with teacher comments, use of exemplars, student created g.o. based on discussion/lecture, checklists, powerpoints with oral presentation, overt assessments, diverse grouping, progress book, teacher websites, parking lot, student feedback on lesson, educational games, go over the agenda, question student teachers about new educational practices, graph student progress, homework agendas, objectives, homework agenda posted, modeling, choice matrix, directions written and spoken, exit slips, students paraphrase directions, ITIP strategies, Blooms questioning, tools from other classes to complete tasks, paired group work, peer assessment, literature circles, and project based learning

Standard 4: Learning Environment

Student generated classroom expectations posted and discussed, procedures/structures established and posted, physical set up of class for safety, seating chart for student

needs, greeting students as they enter, higher level probing questions, question of the week, teacher models higher level vocabulary, word wall, daily agenda, authentic student work displayed, defined roles for student groups, teacher always moving, materials organized prior to class, integrating technology tools, cooperative learning strategies, rules posted, set personal goals, class menu, bell ringers, interactive bulletin board, bully box, reward chart, signals for transitions, student jobs, exit slip, parent volunteers, display essential questions, objective on board, emergency bag, reference displays, student binders/portfolios, classroom pet, plants, rocker, fire retardant rug

Standard 5: Assessment for Student Learning

Fitness gram, accelerated reader, exit slip, self-assessment rubrics, teacher rubrics, mini whiteboards, pre/post test, reading inventories, gap analysis, running record, unit tests, thumbs up/thumbs down, peer-editing, KWL, Dibels, graphic organizers, test-taking strategies, self-corrections, students analyze test questions after test, spreadsheet/check lists, portfolios, Raz kids, Star test, clipboard recording, peer assessments, Scholastic Reading Inventory, Oral Reading Fluency, written/oral reflection, progress book, agendas, practice tests similar to format of real assessment, breakdown of composite grade

Standard 6 : Professional Responsibilities and Collaboration

Certificates from professional development, emails to parents, principals, counselors, team conferences, parent conferences, CSE attendance and participation, confidentiality acknowledged, department meetings, showcase participation, Open House, attending athletic events, club activities, concerts, chaperoning, advisor, progress book, volunteering, non-instructional duties, work with colleagues, safety contract, maintaining records, newsletters, back to school curriculum nights, phone calls, recommendation letters, tutoring, Stuff a Bus, Literacy Night, PTO, Tech. days, Battle of the Books, District mission statement, school handbook

Standard 7: Professional Growth

The use of My Learning Plan to keep track of professional development, membership in professional organizations; subscriptions to professional journals; certificates of completion from webinars, professional development workshops, graduate classes, using a journal to keep track of your professional growth as well as times when you have shared your expertise as a trainer, peer sharing, team sharing, TED reflection sheet, sharing of best practices, documentation of research, collaboration with other districts and buildings